

# Evaluation of Areas of Focus, Strategies and Measures 2020-21



Please note that this is a live document, which is reviewed throughout the academic year.

Area of Focus	Specific Strategies	Owner	Evaluation
<p>1. Improve outcomes for Pupil Premium Students and ensure equal opportunities for all.</p> <p><i>The EEF Toolkit suggests that small group tuition can benefit learners by up to 4 months. The research shows that the quality of the teacher is more important than the group size. Training has been given to our City Year Coaches who are running the package of 5-2-1 tuition. Additionally work has been tailored for each group's needs using their Question Level Analysis Grid and provided for by teachers.</i></p> <p><i>Research has consistently shown that quality of teaching and learning is vital in closing the attainment gap, we have therefore recruited additional Raising Standards Teachers.</i></p>	<p>a) 5-2-1 Tuition and Maths/English Coaching. Implement a DTT package of intervention in order to improve the progress and attainment of disadvantaged students in all subjects, particularly Maths and English.</p> <p>b) KS3 Achievement Leaders to raise standards in English, Maths and Science.</p> <p>c) Blended Learning Plan produced where students self-isolating due to Covid-19 are able to work from home through the use of Google Classroom and live lessons.</p> <p>d) Laptops distributed for students who do not have access to one from home through the use of the DFE scheme, and community recycling.</p> <p>e) Appointment of Assistant Principal for Raising Achievement and Pupil Premium. Weekly Raising Achievement Meetings</p> <p>f) Calculators, English/Maths/Science Revision materials provided to all students. 50% subsidies for PP students with any optional materials purchased.</p> <p>g) Purchasing of Uniform and Equipment for disadvantaged Students (an increase in spend post-Covid).</p> <p>h) Senior Leader responsible for Most Able students, including Disadvantaged Most Able.</p> <p>i) Continue work on RADY Strategy at KS3</p> <p>j) Session 6 starting in September for all of year 11 and ensure 100% attendance. To be monitored and tracked through SIMS.</p> <p>k) Saturday sessions and half term revision – targeting PP students first.</p> <p>l) Ensure students currently accessing off-site provision make progress at least in line with peers</p> <p>m) Develop individual faculty PP Raising Achievement Strategies and provide access to additional resources.</p>	<p>SBA, MFI, LDA</p> <p>IMI, HOV, LDA</p> <p>SBA, IMI</p> <p>SBA, DMA</p> <p>SBA</p> <p>SBA</p> <p>SGR</p> <p>GDU</p> <p>IMI</p> <p>SBA, DMA</p> <p>SBA</p> <p>NAT</p> <p>SBA</p> <p>SBA</p>	<p><i>End of term 1: Amber – data is moving but gaps need to close further.</i></p> <p><i>End of Term 2: Amber – Due to the national lockdown we were unable to complete our second data collection point. All other work continued, including intervention and small group tutoring.</i></p> <p><b>September data DC1a</b>  PP P8 = -0.31  All P8 = -0.25  <b>Basics</b>  4-9 PP 28.4%  4-9 Non-PP 46.7%  4-9 HPA 87.2%  5-9 PP 14.7%  5-9 NonPP 23.8%  PP HPA 4+ 83.3%  NonPP HPA 4+ 90.5%  PP got Maths 4+ 28.4%  Non-PP got Maths 4+ 47.6%  PP got English 4+ 69.6%  Non-PP got English 4+ 76.2%</p> <p><b>November data DC1</b>  PP P8 = -0.05  All P8 = 0.02  <b>Basics</b>  4-9 PP 40.2%  4-9 NonPP 63.8%  5-9 PP 19.6%  5-9 NonPP 35.2%  PP HPA 4+ 92.3%  NonPP HPA 4+ 90.5%  PP got Maths 4+ 45.1%</p>

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<p><i>Training has also been given for teachers to design their own Question Level Analysis Grids to ensure that students know what they need to improve on and critically how to do this.</i></p> <p><i>EEF research shows that Digital Technology can have 4 months of positive impact on students' progress provided they are used to supplement teaching and impact is monitored carefully. We have therefore provided students with access to learning platforms from home. This has been particularly beneficial now that all students in need of laptops have access to one.</i></p> <p><i>The EEF toolkit states that the impact of extending the school day through session 6 allows pupils to make 2 additional months' progress per year, but PP students benefit more - making</i></p>	<ul style="list-style-type: none"> <li>n) Students are given Question Level Analysis Grids for all subjects after exams so they know what they need to work on and how to.</li> <li>o) Appoint additional teachers in Raising Standards of disadvantaged students in Maths/Science</li> <li>p) All students have access to online platforms to be able to work from home e.g. GCSE pod, Maths Watch etc.</li> </ul>	<p>Maths: SKH, SBA, IMI, DMA Science: CJO, GDU, SHU, KMO</p>	<p><i>NonPP got Maths 4+ 65.7%</i> <i>PP got English 4+ 61.8%</i> <i>NonPP got English 4+ 77.1%</i></p> <p><i>QLA's are being used across the board</i></p> <p><i>CJO delivered Revision skills session on use of GCSE Pod during smart start.</i></p>
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<p><i>closer to three months additional progress.</i></p>			
<p>2. Improve levels of Literacy and Numeracy of all students, particularly those identified as Pupil Premium</p> <p><i>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i></p>	<p>a) Implement early days intervention for Year 7 students to raise their working at levels in Writing, Reading and Numeracy.</p> <p>b) Smart Start programme of Numeracy and Literacy</p> <p>c) SEND form groups</p> <p>d) Improve reading ages through Reading Interventions and Reading Dogs scheme</p> <p>e) Director of Literacy focusing on Literacy of disadvantaged students</p> <p>f) Mastery Curriculum in Maths &amp; English to accelerate progress at KS3. Adapted in English, continued in Maths.</p> <p>g) Staff Training and Targeted Intervention</p> <p>h) WBA programme led by KPE – focus on literacy and engagement</p>	<p>IMI, HOV, LDA</p> <p>IMI, HOV, LKE SGA</p> <p>LDA</p> <p>MFI, LDA</p> <p>MWA, LDA KPE</p>	<p><u>End of term 1: Amber</u></p> <p><i>Smart Start Literacy &amp; Numeracy delivered (55%PP students). Self isolations, school closure and KS4 examinations impacted regularity of sessions. Disadvantaged students to be allocated to intervention following recruitment of KS2/3 Recovery Curriculum tutor to start in Jan 2021. 17 students below expected reading age receive weekly reading interventions. 88% of students made progress in the November assessment.</i></p> <p><i>Albion first cohort ends in February, when another cohort will take over. Data will be collated for cohort one in February.</i></p> <p><u>End of term 2: Green</u></p> <p><i>KS3 Handwriting intervention sessions have been established at 100% of students have shown improvement in their Outcome assessments. All work continued during lockdown.</i></p> <p><u>End of HT5: Green</u></p> <p><i>The reading intervention has delivered excellent outcomes for our young readers. 100% of students made progress in the May assessment. 7 of the 17 students have now graduated as free readers from the programme having met or exceeded their age expected reading levels. 62% of students in KS2/3 Maths Recovery Intervention have shown progress between the two assessments. 87% of the students KS2/3 English Recovery Intervention made progress with their reading ages,</i></p>

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			<p><i>with an average progression of 8.5 months between March 2021-May 2021.</i></p>
<p>3. Improving aspirations of Pupil Premium students</p> <p><i>The EEF Toolkit says that aspiration programmes will raise attainment, if additional academic support is also present. It goes on to say that the underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills and characteristics required to achieve them.</i></p> <p><i>We have therefore focused on ensuring that students have the knowledge and skills to progress towards their aspirations rather than intervene to change the aspirations themselves. We have also ensured that this is not something we look at in isolation, but alongside academic interventions.</i></p>	<ul style="list-style-type: none"> <li>a) Senior Leader responsible for CEIAG and WRL.</li> <li>b) Connexions Programme for most vulnerable learners</li> <li>c) Tracking and Monitoring of PP destinations data</li> <li>d) Cohort identified for engagement and Raising Aspirations Programme.</li> <li>e) New courses in place to engage vulnerable and disadvantaged learners</li> </ul>	<p>NAT</p>	<p><i>End of term 1: Amber</i>  <i>Tracking &amp; monitoring of PP data for 2020 leavers: 98% of PP learners have secured a post 16 destination. Of those 98%: 6% have gone onto an apprenticeship, 59% have moved onto a college, 2% have gained a place in a sixth form, 2% have gained places at creative colleges.</i></p> <p><i>27 pupils were assigned to have personal guidance from connexions. This target group was based on PP, SEND and at risk of becoming NEET. Of the 'traded' group -18% of learners stayed on at WOA6. 11% secured a place at a sixth form and 51% have a place at College. There is currently 1 NEET pupil- actively seeking employment. These destinations are subject to change and will continue to be tracked.</i></p> <p><i>Aspire to HE/NCOP-tracks PP pupils from disadvantaged backgrounds by postcode have been identified.</i>  <i>The Unversify cohort for 2020 has been identified (4 pupils)</i></p> <p><i>End of term 2: Amber</i>  <i>CEIAG continued to be delivered virtually during lockdown with connexions advisors giving support virtually.</i></p>

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<p>4. Improving attendance and punctuality of PP Students</p> <p><i>The EEF Toolkit states that behaviour interventions which seek to improve attainment by reducing challenging behaviour (Team Ambition) can have a positive impact of 3 months. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural interventions.</i></p>	<ul style="list-style-type: none"> <li>a) PP Trips and Department Subsidies</li> <li>b) Home visits to ensure students attend school.</li> <li>c) Early Morning Calls to check if students who were absent will be attending</li> <li>d) Pastoral Managers contact all students who are absent on any day – first morning calls.</li> <li>e) Allocation of Senior Leader who oversees attendance.</li> <li>f) EWO/Apprentice Attendance Officer and Family Liaison Officer in post.</li> <li>g) Team Ambition Package</li> <li>h) Increased hours for Attendance Officer to focus on Next Day calls (+3 weeks)</li> </ul>	<p>SBA JCO</p> <p>FMO &amp; EWO</p> <p>JCO</p>	<p><u>End of term 1: Green</u> Early morning and first calls have continued as normal. Team ambition package has continued.</p> <p><u>End of term 2: Green</u> All work continued during lockdown with a team put into place to monitor engagement and attendance. Parents received a phone call whenever their child was not in lesson. Additionally, safeguarding and wellbeing calls from form tutors occurred weekly.</p> <p><u>End of term 3:</u></p>
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<p>5. Reducing Fixed-Term Exclusions of PP Students.</p> <p><i>Social Emotional and Learning Interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school, with on average 4 months additional progress on attainment.</i></p> <p><i>Reading comprehension will have a positive impact of 6 months on attainment.</i></p>	<ul style="list-style-type: none"> <li>a) SEMH support – Murray Hall Counselling. Therapeutic Support and Counselling takes place for every disadvantaged student who has more than 1 FTE, or has &lt;92% attendance, or who has been identified as a safeguarding concern.</li> <li>b) SLT Secondment to lead on Student Engagement and Leadership.</li> <li>c) Senior Leader in post to lead on Persistent Absence</li> <li>d) Develop a Rewards system that students and staff use consistently and buy into.</li> <li>e) Advisory teacher appointed 3 days a week to increase Second Language Acquisition for Sandwell Inclusion Behaviour Support team. Advisory teacher for SEMH, and additional hours from an Educational Psychologist.</li> <li>f) West Bromwich Albion: Literacy &amp; Engagement WBA SLA and Strategy in place.</li> <li>g) Safeguarding and Interventions Coach, and Behaviour Support Managers in post.</li> <li>h) Team Ambition Package</li> <li>i) Pastoral Manager allocated to Team Succeed</li> </ul>	<p>JHO &amp; AIR</p> <p>KWE</p> <p>DMA</p> <p>DMA</p> <p>SGR/JBB</p> <p>KPE</p> <p>TWH / PWA</p> <p>WJO / LLA / ARY</p> <p>JWI</p>	<p><i><u>End of term 1:</u> Amber Albion first cohort ends in February, when another cohort will take over. Data will be collated for cohort one in February.</i></p> <p><i><u>End of term 2:</u> Amber Due to covid and lockdown it has been not possible for there to be two cohorts. Cohort one has continued. However, Albion continued to do live interventions throughout lockdown.</i></p> <p><i>Rewards have continued to be given throughout lockdown.</i></p> <p><i>No exclusions occurred during lockdown.</i></p> <p><i><u>End of term 3:</u> End of HT5 - 185 out of 462 awards distributed were for PP students (40%).</i></p>
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<p>6. Increasing engagement rates of PP Students and their families</p> <p><i>The EEF toolkit says that parental engagement is consistently associated with pupils' success at school, but evidence about how to improve attainment by increasing parental engagement is less conclusive. There is on average 2-3 months positive impact when we increase parental engagement.</i></p>	<ul style="list-style-type: none"> <li>a) Throughout Lockdown, Wodensborough distributed Hampers and provided a Food Bank</li> <li>b) PP families receive additional reminders for parents evening and events through phone calls and texts.</li> <li>c) Free Breakfast Club for students</li> <li>d) Engaging parents events for year 11 to ensure parents know how to support their child's academic progress.</li> <li>e) Launched Sea Cadets</li> <li>f) Parent forum</li> <li>g) Student Leadership Team</li> <li>h) Student Voice</li> <li>i) Coffee Mornings</li> <li>j) Lunch with a Leader for students</li> <li>k) Team Ambition Package</li> </ul>	<p>NAT/JWI</p> <p>SBA</p> <p>CSM</p> <p>SBA</p> <p>PWA</p> <p>KRI</p> <p>KWE</p> <p>KWE</p> <p>KRI</p> <p>KWE</p> <p>WJO / LLA / ARY</p>	<p><u>End of term 1: Green</u></p> <p><i>66 pupils received hamper deliveries from 30/3/2021 – 30/6/2021. Throughout the summer holidays this number increased to 75. All parcels continued to be delivered. On return to school in September, deliveries to the most vulnerable families continued.</i></p> <p><i>From 6/1/2020– 98 pupils – food hampers delivered until 24/1/2021. From 24/1/2021– 35 pupils are continuing to receive food hamper deliveries in addition to vouchers. (this number continues to grow with safeguarding referrals as families request help). The remaining families are now receiving food vouchers.</i></p> <p><i>20 families collected food hampers WC 10–17th Jan 2021.</i></p> <p><u>End of term 2: Green</u></p> <p><i>The work on parent forum has continued, as have student voice.</i></p> <p><i>Students from Team Ambition have been invited in to receive extra support during lockdown.</i></p> <p><i>Hampers continued to be distributed.</i></p> <p><u>End of term 3:</u></p>
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