

Altrincham College Pupil Premium Action Plan 2020-21 (incorporating Covid19 Catch Up Strategies)

This Action Plan responds to the identified 3 key barriers to improve the progress and attainment of disadvantaged students and to narrow the learning gap between our disadvantaged cohort and the national ‘others’ cohort.

- Low levels of literacy, oracy and numeracy, which can impact on access to the full curriculum and hinder progress.
- Low aspirations, which can be linked to self-esteem, lack of awareness of opportunity, poor social mobility.
- The attendance of disadvantaged students, which can often be linked to financial deprivation and impact on progress and attainment.

The Desired Outcomes for our Pupil Premium Strategy 2020-21 are:

- A) To take early action to improve low level literacy(Reading), numeracy and oracy skills, enabling those students to access the full, broad curriculum and make good progress.
- B) To raise the aspirations and improve the engagement and independence of our disadvantaged cohort.
- C) To improve the attendance of disadvantaged students to be in line with the national average.

We are aware this year of the need to constantly review and update our PP Action Plan in response to the Covid-19 pandemic and the impact specifically on our disadvantaged cohort. In this respect this plan reflects our Covid19 Catch-Up Premium Strategy.

Desired Outcome A - To take early action to improve low level literacy, numeracy and oracy skills					
	Action	Rationale	Lead	Expected Impact	Evaluated Impact
1	Embed the Rosenshine Principles into the whole school curriculum Yr 7-13	To develop disadvantaged student confidence and attainment through the 10 instructional principles outlined by Rosenshine.	DMY	Evidenced through observed chosen department Rosenshine principles in Lesson Observations and Learning Walks.	Evidenced through: continued lessons observations and learning walks and through SLT Link meetings. A number of Rosenshine principles, specifically Reviewing Material, are now embedded in whole school practice, evidenced through lesson drop ins and observations – focus

					for next year: Stages of Practice (guided, high success rate, independence)
2	As a result of lockdown, the government published a document regarding the negative impact on student literacy, in particular, reading. Our online learning rationale focused on reading and in response to the government findings, we have appointed an AAHT to lead a whole school initiative on Reading for Pleasure (Yr7-11) with specific focus on SEND/PP reluctant readers. Research into this area has begun ready for September 2021 launch.	To launch a whole school approach to reading, with all curriculum areas taking responsibility for diagnosing difficulties, identifying solutions and creating a positive reading culture across the school.	AAHT/DMY	Reading Comprehension – EEF +5 Improved reading age of PP students from entry. Improved confidence in using spoken and written subject specific vocab – LO/LW Improved engagement of PP ‘reluctant readers’.	2021-2023 AAHT Appointed
3	Embed the tutor time curriculum to support additional discreet	Improved literacy and numeracy will	AKN/Tutors/ANN	Reading Comprehension – EEF +5	Form time has been restricted this academic year to when

	literacy/numeracy time.	support students developing the key skills required across the curriculum.			students have been in school. Our Form time programme prioritised mental health, well-being and careers during these sessions. From September 2021, as a result of Covid19, early identification of specific students across all year groups has taken place and these students will follow the Ruth Miskin phonics programme(withdraw during form time).
4	KS4 focused interventions for PP students: Yr11 -National Tutoring Programme intervention in English and Maths (x40) Yr10 – EBACC extra sessions(x40)	NTP offers 1:1 and small group tutoring to KS4 students to close the learning gap in English and Maths. EBACC sessions for yr10 students identified through department Gap analysis.	DMY/HODS/LSA	EEF +5 progress	Students all identified and taken part in NTP. Due to continue to run until May half term. Yr10 sessions started April 2021. Impact has enabled some students to close learning gaps in specific subject areas due to lockdown and issues with engagement. HOD kept records of individual students(Gap Analysis) and individual data analysed at

		LSA support given in sessions in school.			department level following the EOY.
5	KS3 focused interventions for PP students. Yr7- Extra lessons after school in English and Maths (x40). Yr8+9 – Access to the NTP IN Eng/Maths/Science (x42)	To offer additional sessions identified through department Gap Analysis to support the closing of the learning gap sustained during Covid19 lockdown. LSA support given in sessions in school.	DMY/HODS/LSA	EEF +5 progress	On track – All sessions started April 2021. This has been a successful initiative in terms of students regularly attending extra sessions. Further impact will be measured when the end of year examination results are analysed. See TAG data information.
6	Implementation of additional literacy and numeracy strategies for PP students offered through the SEN dept.	To encourage reading for pleasure, using the SORA reading app and Accelerated Reader programme.	ANN/SEND/HODs	EEF – 5+ months of progress of PP students.	Ongoing delivered by LSAs in supported classes. English 7.3 – 10 7.4 – 10 8.3/E – 6 9A/E3 – 10 10c/E1 – 8 11a/E2 - 9 Maths 7ab/M1 – 10 7bc/M2 – 10 8ab/M3 – 10

					9a/M4 – 8 10c/M4 – 8 11a/M4 – 5 11c/M4 – 5 Midyis Tests repeated in June 2021 to measure impact.
7	Yr11 PP students are provided with revision guides and other supportive learning materials.	Provided, with guidance on how to use the guides effectively, to develop and promote independent learning and fill knowledge gaps.	HODs	Metacognition – EEF +7 Improved Attainment +Progress (TAGs)	Students all received guides during lockdown to support with narrowing the gap of disadvantaged students. Contributed to TAG data information.
Desired Outcome B – To raise the aspirations and improve the engagement and independence of our disadvantaged students.					
	Action	Rationale	Lead	Expected Impact	Evaluated Impact
1	Supporting disadvantaged students with a team of learning and behaviour mentors	Improve the attainment and behaviour of disadvantaged students both inside and outside the classroom.	LSA/PSM	Improve disadvantaged Progress 8 Improved attendance to lessons Reduced FTE for disadvantaged students. EEF – TA impact EEF +1	Daily intervention and support in ongoing. Improvement in the number of students remaining in class however a rise in FTE, linked with mental health and behaviour issues.

					2019-2020: PP students FTEs 19 Non-PP students FTEs 23 2020-2021: PP students FTEs 27 Non-PP students FTEs 31
2	Pastoral Support Managers supporting PP students' with low A2L scores.	This support enables students to have that crucial 1:1 discussion to improve engagement, attitude and behaviour in lessons.	PSMs x5	PP Attitude to leaning to improve.	Reduced number of students in the SSC with the majority returning to lessons. PSM out of lesson spreadsheet shows improvement in numbers of students sent out of lessons to buddy classrooms.
3	Restorative practice and re-integration strategies/intervention	To equip staff with the tools to communicate more effectively with students in emotional or confrontational situations.	External provider- Sue Pennington PMS/AKN	Reduced number of FTE. Reduced number of students missing lessons. Improved student/staff relationships.	Delivered by external provider and strategies being used inside and outside the classroom. FTE data to be collected. Behaviour for Learning CPD for all staff also delivered by AKN with a focus on positive relationships.
4	After school homework club/intervention with late bus transport.	LSAs to work with disadvantaged students to support positive	LSAs	Improved A2L scores EEF – +2/3 progress for disadvantaged students	On track – Buses organised and sessions began April 2021 after Covid restrictions eased.

	Next year this will be referred to as 'Intervention'	A2L and independence.			This was a mixed group of SEND/PP students. EOY analysed data.
5	Additional counselling availability in school.	To support the transition back into school and address mental health and anxiety issues of disadvantaged students.	JH-K	Reduced numbers receiving counselling in school. Students settle back into the routine of learning with improved emotional coping strategies.	Achieved/Ongoing – Students having counselling are confidentially recorded. Data available of numbers in each year group. Mental-health has been a huge concern this year and counselling will continue into next academic year. 2020-2021 This year we have had/have 37 PP students making use of the counselling service offered at AC: 21 PP students who have had counselling sessions which have now ended. 8 who are currently receiving counselling 5 who are on the waiting list 3 who are on the needs assessing list

					Up to November last year we had 13 PP pupils in total accessing the service. The numbers have risen by 185%
6	WISH group to continue during lunchtime and after school and Safeguarding provision	Offers a safe space for vulnerable students to go to discuss social/emotional challenges.	MWG/JHK/SDY	To build self-esteem, confidence and independent resilience. A2L scores improve.	These sessions have been running since January 2021 with KEY worker and vulnerable students, then larger groups from March 2021. Positive impact (anecdotally from MWG).
7	Careers/next steps provision offering: 1:1 interview.	To develop student's aspirations and offer independent advice and guidance on all pathways available to disadvantaged students.	HME/APS	Maintain 0% NEET figures Increase numbers of disadvantaged students into Post 16 provision/apprenticeships	Interviews completed for all yr10 and 11 students, with emphasis on supporting the advice for disadvantaged students with follow up parental conversations. Interviews started with most vulnerable, then PP, then everyone else.
8	Career Videos: keeping aspirations and a future-focus on the radar as often as possible	Develop student interest and knowledge in different careers,	HME/APS	Increase numbers of disadvantaged students into Post 16 provision/apprenticeship	Careers videos and interviews played over the period of a week during lunchtimes and supported during form

		narrated by individuals in that profession and watched in communal student areas (canteen).			time with tutor input for Yrs 9-11. Current PP numbers applying for Post 16 at AC: 18/42 PP total in Yr11 16/18 either 1 or 2 for staying. These are similar numbers to last year.
9	Transition Readiness KS3-4 KS4-5	Support PP students in preparing for transition between key stages when selecting appropriate subjects.	APS/HODS/AED	Improved confidence in selecting appropriate next step pathway.	Interviews and online presentations for both KS3 into 4 Options and KS4 into 5 course selection.
10	To help PP students think about their own learning more explicitly, by teaching them specific strategies for planning, monitoring and evaluating their own learning.	Development of metacognition and self-regulation strategies within lessons.	HODs/DMY	EEF +7 months of progress Improved A2L Improved attendance Reduced FTE Lesson Obs/Learning Walks	On Track – This was delivered in September 2020 to all staff(including LSAs who support PP students) however, further work through the SEND department and LSA support with PP students in developing independent skills is now in place and being <i>monitored</i> through the

					SEND department and reported on the Lesson Observation form.
11	Promotion of Enrichment activities.	Encourage students to engage in extra-curricular activities for mental health and well-being.	HODs	Increased participation of PP students at extra-curricular clubs – EEF +2	Enrichment activities after school resumed in April 2021 in year group bubbles. Predominantly for sports and Music during lunchtimes for all year groups.
12	PP/vulnerable students identified during lockdown and supported 1:1	PP and vulnerable students provided with individual support to engage in online learning and help to manage mental health issues.	HOY/PSM/Tutors	Engagement in online learning. Improved attendance on return to face to face teaching. Engagement observed in online learning walks.	All PP students without access to online learning have been provided with a laptop. Additional support through LSAs and PSMs to support engagement and minimise learning gaps. 119 total laptops: 94 laptops were provided for PP students, 25 laptops to Vulnerable students. Refer to TAG data for impact.
13	Online counselling offered to PP students during lockdown.	Online counselling made available to those PP students (and others) who already received	Counsellors	Engagement in online learning. Improved attendance on return to face to face teaching.	Students accessing online support via Kooth and other online organisations. Counselling in school offered to

		it in school. This offered students additional support with mental health and wellbeing issues.			disadvantaged students if referred.
14	Duke of Edinburgh Award Scheme offered as part of PP students curriculum offer for Yr10 and 11	To nurture and develop self-esteem and confidence and independence for students and to challenge their personal aspirations. Gain an internationally recognised award.	JSN	Awards Gained Improved A2L	Students currently completing as much of the Bronze/Silver award as Covid restrictions allow. (no expedition) See summary sheet/impact statement for award achievements and number of participants.
15	Transition from KS2 to 3 for PP students	Under lockdown restrictions, additional communication, online meetings to ease transition.	AED/ANN/JDT/JTE GWF	Smooth transition and retention into Year 7.	Induction Day on 8th July 21 now cancelled due to delay in final lifting of lockdown and local spike in cases. All enrolment forms have been completed via MS Teams under current Covid restrictions. No individual school visits taking place, however, links have been made with individual staff of

					all feeder primary schools to provide individual student information to facilitate transition. Welcome packs and induction activities will be sent out to new Yr7 students(as per last year).
Desired Outcome C - To improve the attendance of disadvantaged students to be in line with the national average.					
	Action	Rationale	Lead	Expected Impact	Evaluated Impact
1	Identify and provide ten '28 days bus ticket' for those disadvantaged students with financial difficulties.	To support and improve attendance to school for our most financially disadvantaged students, addressing post Covid19 deprivation.	KTY/LVS/SDY/PS M	Attendance to school to improve.	10 students identified and provided with 28 day Anybus ticket. This was repeated in May and June 2021. Numbers dropped to 6 regular students (illness, FTE, Covid isolation). Initiative to be evaluated as impact has been nominal, with some positive impact on attendance, but not for all. However, staff time/resource actioning this initiative is not sustainable moving forward. Appointment of new AAHT for attendance

					from September 2021 will assess all strategies.
2	To provide the option of free toast to disadvantaged students in the morning.	Offering toast and TLC as a friendly and welcoming offer in the morning, and to ensure PP/FSM students have enough money for a substantial lunch.	LVS/SDY/KTY/PS M	Improved punctuality and attendance. Improved A2L- data	1 free piece of toast now available every break time for all students to ensure those on FSM do not spend all their money at break without leaving enough for a hot meal at lunchtime.
3	External consultant to deliver staff CPD on strategies to improve attendance	Suggested strategies to reduce persistent absence of PP students	Maximise Ed - Martin Collard	Reduction in persistent absence of PP students	Postponed due to Covid restrictions and external consultant had Covid – however, new AAHT roles will address this in next year's strategy with AKN/JH-K
4	Review whole school attendance and rewarding system.	To improve attendance and punctuality of PP students through valued praise and rewards.	AKN/SDY/LVS	Improved whole school attendance – to above 93%	To be reviewed for September 2021. Whole school attendance – September 2020 to 21st June 2021 - 93.7% (93.7% Inc. 6th Form) Whole school attendance - September 2019 – 21st June 2020 – 93.1% (92.5% Inc. 6th Form)

					<p>National Secondary School average as of 10th June 88.7% (DFE figures) Our internal support systems as well as communication and relationships with vulnerable families has had a positive impact and allowed us to sustain a positive level of attendance when compared to the NA. With regards persistent absence we have seen an improvement: PA figure: 2019-2020 - 20.8% 2020-2021 - 16.7%.</p>
5	Supermarket vouchers for FSM families for Oct half term	Ensuring that FSM families do not struggle during non-term time(not provided by government)	Finance	FSM students not disadvantaged during Covid19 closure	All vouchers were provided to FSM families and gave support financially as well as well-being support.
6	Food parcels for FSM students(ordering, collection and delivery)	FSM students do not lose out on nutrition	Finance/site team	FSM families receive regular food parcels when unable to go out during lockdown.	35 - Food parcels all delivered to FSM families throughout lockdown.

		during Covid19 lockdown			
					Total Spend
7	Individual department initiatives for PP students	To encourage departments to bid for an amount of money to run a new/fun initiative to support the engagement and independence of our PP students.	DTR/HODs	Improved A2L EEF - +2	Departments have been offered the opportunity to bid for additional funding for HT6 to run a bespoke/fun initiative for PP students.