



| 1. Summary Information (School year ending 2020) |                        |  |          |                                      |           |
|--|------------------------|--|----------|--------------------------------------|-----------|
| School   | Robert Barclay Academy |  |          |                                      |           |
| Academic Year                                    | 2019-20                | Total PP Budget                        | £139,615 | Date of this PP Review               | Oct 2020  |
| Total number of pupils                           | 607                    | Total number of pupils eligible for PP | 180      | Date of next review of this strategy | Sept 2021 |

| Year 11 last year                           | RBA PP Outcomes | RBA all student outcomes | National outcomes for all students |
|---|-----------------|--------------------------|------------------------------------|
| % achieving at least 5 in English and Maths | 22% ↑           | 40% ↑                    | No data available                  |
| Progress 8 score average                    | -0.11 ↓         | 0.12 ↑                   | No data available                  |
| Attainment 8 score average                  | 41.52 ↑         | 47.22 ↓                  | No data available                  |
| Attendance                                  | 91.4% ↓         | 95.6% →                  | No data available                  |

| 2. Income summary                         |          |
|---|----------|
| For the year 2016-17, the school received | £170,170 |
| For the year 2017-18, the school received | £158,260 |
| For the year 2018-19, the school received | £139,612 |
| For the year 2019-20, the school received | £139,615 |

| 3. RBA Strategic Plan of Outcomes |  |   |
|-----------------------------------|--|---|
|                                   | Desired outcomes and how they will be measured   | Key strategies  |
| A                                 | All teachers have clearly annotated records showing who is PP and what specific strategies are being used to support their achievement. Measured through learning walks and checks of classroom records. | Context packs in place<br>Seating plans in place<br>Improving PP results (class data, data capture cycle) to reach P8 score of  |
| B                                 | The literacy of PP students improves, so that students are reading at age-related expectations<br>Regular PP specific literacy support session after school.   | Case studies showing positive progress toward nationally expected outcomes<br>AR reading age tests show improvement over the year.  |
| C                                 | Teachers are clear in their role and responsibility to push PP student attainment to reach national expectations (not the group average expectation). Measured through a PP Review Week.                 | Focused CPD sessions x2 in the academic year<br><br>Improving PP results (class data, data capture cycle) to reach P8 score of 0  |
| D                                 | PP students achieve a progress score of 0  | Ensure that the intervention strategies are accessed by all PP students<br>Use Department Bidding Process to provide additional funding to teaching staff to meet the needs of their PP students.                               |
| E                                 | The application rate of PP students going into sixth form studies is equal to that of non-pp student cohort.   | Improve the careers and destinations advice to all students but with specific focus on PP students in year 11 and 13.   |
| F                                 | The behaviour of PP students improves over time. The count of detentions and fixed term exclusions for PP students improves and is not disproportionate to non-PP students                               | Monitor and intervene on behaviour trends using the school's pastoral impact form and tracking data. Increase the level of support given to students who are PP who have behaviour difficulties, and increase parental liaison. |
| G                                 | The attendance of PP students improves over time and is equal to or better than the attendance rate of all students nationally.  | Attendance clinics<br>Home visits<br>Punctuality and attendance reports<br>Rewards for improving attendance   |
| H                                 | PP students are completing homework as required by their teachers and tracking data does not show that they are receiving more homework sanctions than non-PP students at the school.                    | Homework club<br>Homework reports<br>New Homework setting and sanction policy<br>Increase staff expertise in use of online homework setting apps<br>Monitor the quality and regularity of homework given to PP students.        |
| I                                 | PP parents increase their level of engagement with school and champion the benefits of a good education with their child(ren). They attend parents evening in similar proportion to the whole cohort.    | Specific communications with PP student families by HoYs<br>Increased home-school liaison by HoYs with PP students<br>PP focused parental liaison from PP co-ordinator.   |

| <b>3. Review of expenditure</b>     |   |   |                                    |             |
|-------------------------------------|---|---|------------------------------------|-------------|
| <b>3.1 Quality teaching for all</b> |   |   |                                    |             |
| <b>Desired outcome</b>              | <b>Chosen action</b>  | <b>Impact</b>   | <b>Lessons learned</b>             | <b>Cost</b> |
| B, C, D                             | Fund a TLR for English  | English results have improved<br>Increased focus on PP student progress within faculty.<br>Capacity to prepare additional resources in place when required. | Continue to fund the TLR next year | £3131       |
| D                                   | Develop Easter School to ensure priority is given to PP needs             | Did not run owing to Covid closure  | Rerun in 20-21                     | NIL         |
| D                                   | Core bootcamps in place for spring / summer term prioritizing PP students | Did not run owing to Covid closure  | Rerun in 20-21                     | NIL         |

| <b>3. Targeted support</b> |   |   |  |             |
|----------------------------|---|---|--|-------------|
| <b>Desired outcome</b>     | <b>Chosen action</b>  | <b>Impact</b>   | <b>Lessons learned</b>   | <b>Cost</b> |
| D                          | Run an Half Term School Revision Programme, and additional support (intervention) sessions in Spring and Summer half terms  | Did not run owing to Covid closure  | Rerun in 20-21   | £5000       |
| B, D                       | 3 Learning Support Assistants (English, Maths and Science) working specifically within lessons to support PP and SEN students (part funded)                                   | 3 TA staff employed for each core subject<br>Timetabled to focus on PP students, primarily within KS4, whilst helping all students within the year group. | Continue to fund this provision next year.   | £30,000     |
| D, B                       | PP students who not achieving a grade 5 in English and/or maths will receive 10 private tuition lessons with a tutor.   | Did not run owing to Covid closure  | Rerun in 20-21   | NIL         |
| A, F                       | Ensure all staff across the school are supported in providing intervention for key PP students.   | 2x briefings/updates<br>1x staff inset item<br>Triage/warboard approach in place.<br>Regular PP focus on all line management agendas.                     | Continue to fund this provision next year.   | £100        |
| B, D                       | Provide revision materials, free of charge, to all PP students  | Some materials were provided for RE students in year 10, but as this would have been rolled out towards exam time, this strategy could not be fully met   | Continue to fund this provision next year.   | £1000       |
| D                          | Identify PP underachievers in Yr11 and provide targeted supervision by a nominated member of SLT who can provide access to other materials and additional support as required | The PP co-ordinator led this strategy, ensuring that PP data was analysed throughout yr11 and alerting HODs to concerns.                                  | Continue to maintain PP as a focus for SLT discussions, with specific monitoring on reports and regular updated direct to Governors. | £50         |

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| G,      | Subsidise all school day trips that are part of the school's standard provision (i.e. not optional extra experiences) | LEAD days were 50% subsidised for PP families.   | Continue to fund this provision next year   | £3000 |
| A, D    | Departmental Bid Pot for additional funding to support PP students in subject areas                                   | The full amount was successfully bid for, to provide extra books, resources and facilities in Science, English, RE, Maths, Art, MFL, and for whole school revision skill workshops.    | Continue this provision, but with tighter control on the review processes that follow | £8251 |
| G, I, F | Pastoral Bid Pot for HOYS and supporting staff to use to meet the needs of PP students                                | Bids included lexia programme, wellbeing workshop, drug awareness talk, PP student rewards, breakfast club subsidy, revision guides for PP hardship cases, uniform for hardship cases. | Continue this provision, but with tighter control on the review processes that follow | £3544 |

### 3.2 Other approaches

| Desired outcome | Chosen action   | Impact   | Lessons learned   | Cost  |
|-----------------|---|--|---|-------|
| G               | Part funding of a Pastoral Support Worker working specifically with vulnerable students / CLAs / those with very poor attendance) | Attendance was lower than cohort but was improving over the year. Closure prevented some of this work from continuing.   | PP attendance remains a concern and needs ongoing support. Continue this provision. | £3290 |
| H               | Operate a Homework Club on 4 days per week, supervised by a member of staff   | Homework club ran continuously and was attended by an average of 19 students each day, several of whom were PP students. Salary payments were honoured during closure. | Continue this provision   | £3000 |

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| I     | Learning Support Centre Staffing (part funding)   | PP students with SEN were able to access this additional support. This included some clubs / nurture groups at lunchtime.   | The overlap between SEN and PP is not insignificant, so it is prudent to continue this support.  | £20,000 |
| F     | Behaviour Support Co-ordinator (part funded)  | Students with behavioural needs are identified clearly when sanctions are applied. Trends in PP behaviour are tracked by the pastoral team and PP co-ordinator.   | Behaviour of PP vs Non-PP to be monitored closely. PP co-ordinator to investigate PP students who are regular attendees at detentions as to whether there are underlying causes. | £12,444 |
| G     | Attendance Officer (part cost)<br>- <i>Monitoring of attendance by PP as well as whole year group</i><br>- <i>First day response in place for all PP absences</i><br>- <i>Further training for form tutors on attendance monitoring</i><br>- <i>"Top 5" PP absentees identified in all year groups</i><br>- <i>Home Visits where necessary</i><br>- <i>Attendance workshops – identify barriers and solutions to attendance</i> | Whilst attendance has gone down for PP students, significant work was done with PP students with poor attendance. Case studies show significant changes were made in specific cases of concern. Attendance data for the whole cohort shows improvement over the year from its starting point. | Continue to monitor all students' attendance closely, but maintaining a focus on PP attendance. Concerns need to be brought to PP co-ordinator's attention early.                | £10,000 |
| A - I | PP Co-ordinator   | The PP co-ordinator was in place until Easter.  | Recruit and train a new PP co-ordinator, with SLT member managing this provision until this is achieved.   | £2000   |

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|---------|--|--|--|-------|
| E       | Connexions (part cost)                                 | The Herts Youth Connexions worker was employed and used to provide all yr11 and 13s with interviews, including PP students. Destinations information is in place and all PP students left with a confirmed plan. |  | £9100 |
| G, I    | HABS – Local Family Support Service                    | 6 students received referrals.<br><br>4 situation improved<br>1 situation is ongoing<br>1 situation ongoing, involving alternative provision.  | This service has proven very useful for specific, undisclosable cases. Continue this provision next year.          | £7000 |
| I       | EduLink Service (part funded)                          | EduLink app now in place, supporting communication with families, including those who are PP and harder to reach. Homework compliance with PP students has improved.   | Continue to part fund the app, so that PP families (and all others) continue to have easy contact with the school. | £2000 |
| G, E, D | College/alternative provision/ Course Fees fund        | Did not run owing to Covid closure   | Rav emailed  | £5000 |
| D, E    | KS3 Talent Development Bursary                         | Did not run owing to Covid closure   | Continue this provision next year  | £1000 |
| B, F, G | Mentoring programme for Yr10 and 11 boys               | This provision was planned and ready to start from Easter onwards. However, it was not needed because of the covid closure.  | Rerun this provision next year   | £1500 |
| F, G    | Mental health and wellbeing co-ordinator (part funded) | Wellbeing co-ordinator in place, supporting students including those with PP needs   | Continue to part-fund this TLR next year   | £1500 |

|   |  |  |   |      |
|---|--|--|---|------|
| A | <p>Non negotiables in place for teaching PP students</p> <ul style="list-style-type: none"> <li>-Know who PP students are</li> <li>-<i>Know the attainment gap and act in each lesson to remove</i></li> <li>-<i>Provide support where confidence or self-image is affecting progress</i></li> <li>-<i>Proactively seek advice from the pastoral team to support students</i></li> <li>-<i>Be aware of when students do not have access to resources and plan accordingly</i></li> </ul> | <p>Printing of relevant lists and documentation. Staff training/CPD. Publicity of PP needs with staff.</p>                     | <p>Continue to ensure the focus is maintained in the classroom, where it has highest impact. Regular opportunities to remind staff should be taken.</p> | £100 |
| I | <p>Improve parental engagement at evening events, especially from parents of students who receive PP funding</p>   | <p>Ensured that PP families respond to invitations to events (parents evenings), sending additional letters and materials.</p> | <p>Continue to fund this provision, but monitor attendance rate vs PP attendance rate.</p>  | £300 |

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|-------------------------------|----------|
| Total spent                   | £132,310 |
| Amount rolled over to 2020-21 | £7305    |