**Turves Green Girls’ School: Pupil Premium Strategy Statement**

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| 1. **Summary information** | | | | | |
| **School** | **Turves Green Girls’ School** | | | | |
| **Academic Year** | 2020 - 21 | **Total PP budget** | £303,175.00 | **Date of most recent PP Review** | September 2020 |
| **Total Covid Catch-up budget** | £22,000 approx. |
| **Total number of pupils** | 688 on Roll | **Number of pupils eligible for PP** | 318 (46.2%) | **Date for next internal review of this strategy** | March 2021 |

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| 1. **Current attainment** | | |
|  | *Centre Assessed Grades 2020 - Pupils eligible for PP (TGGS)* | *Centre Assessed Grades 2020 Pupils not eligible for PP (national average All 2020)* |
| **% achieving 4+ E+M** | **64.4%** | **87.3% (65%)** |
| **% achieving 5+ E+M** | **44.4%** | **68.3% (43%)** |
| **Progress 8 score average** | **0.42** | **0.62 (-0.03)** |
| **Attainment 8 score average** | **42.25** | **55.94 (46.69)** |

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| 1. **Barriers to future attainment (for pupils eligible for PP including high ability)** | |
| **In-school barriers** *(issues to be addressed in school, such as poor literacy skills)* | |
|  | Low reading ages and a lack of reading culture amongst many pupil premium pupils when they come to TGGS. |
|  | Low levels of attainment for pupil premium pupils at KS2 making up a disproportionate number below the standardised 100 score and requiring catch-up. |
| **C.** | School has limited success in engaging the interest and active support of a minority of pupil premium cohort parents. |
| **D.** | Covid-19 lockdown had a disproportionately negative impact on disadvantaged pupils both in terms of academic progress / attainment, mental health and in terms of economic deprivation. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **E.** | Comparatively high rates of persistent absence when compared with other pupils, higher rates of Fixed Term Exclusions and low attendance levels. |

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| 1. **Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | Overall Progress 8 Score for PP pupils is positive.  Positive Progress 8 Scores for PP pupils in English and in Maths.  The narrowing of attainment gaps between PP and non-PP pupils in core subjects.  Attainment and progress gaps are closed outside of the core subjects leading to a closing of the Progress 8 and Attainment 8 outcome gaps. | Progress 8 score is positive for all PP pupils.  A8 for PP pupils shows an increase in the majority of subjects (as compared to 2019 external examinations).  HPA / PP pupils P8 and A8 shows a narrowing of the gap with HPA non-PP peers as measured against 2019 external examinations.  4+ in both English and Maths PP / non-PP gap to be no greater than 8% gap in 2021 GCSE exams.  Progress 8 gap for PP / non-PP pupils closes to less than 0. 10 and Attainment 8 to no greater than 5. |
|  | Teaching moves further toward Outstanding and therefore better able to meet the individualised needs of PP pupils. | The end of the 2020-21 Teacher Performance Management Cycle shows outstanding teaching and learning moving to 29%. |
|  | Pastoral outcomes make rapid and sustained improvements for Pupil Premium Pupils | The in-school attendance gap of Pupil Premium pupils compared to non-Pupil Premium pupils is narrowed to less than 1%.  The in-school gap in the percentage of pupils who fall into the Persistent Absent category falls to less than 10%.  The percentage of the Pupil Premium cohort who receive Fixed Term Exclusions will be no higher than the non-pupil premium cohort. |
|  | Pupil Premium pupils to gain greater cultural literacy through engagement in a wide range of cultural activities (peri music, visits to Art Galleries, etc) and through reading regularly. | Annual Cultural Literacy Audit shows no gap or a narrowing gap in the opportunities afforded our most disadvantaged compared to their peers.  100% of Pupil Premium pupils in school participate in at least one whole school trip this year (within the bounds of the Covid-19 situation).  Reading age gap closes to 12 months by end of Year 7 and to 6 months by end of Year 8. |
|  | Pupil Premium Pupils receive “equity not equality” in terms of additional support in all catch-up programmes and interventions. | Catch-up programmes and boosters are top-weighted with PP pupils as measured by attendance.  Laptop scheme targets PP pupils for support in Distance Learning / Home Study – as measured by audit. |

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| 1. **Planned expenditure** | | | | | | |
| **Academic year** | | **2020-21** | | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | |
| 1. **Quality of teaching for all** | | | | | | |
| **Desired outcome** | **Chosen action/approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Teaching moves further toward Outstanding and therefore better able to meet the individualised needs of PP pupils. | Seek rigorous external reviews of current practice around our curriculum and levels of challenge. External reviews to be undertaken Spring / Summer 2021 (Oaks / KEVI / BEP) if Ofsted has not inspected. | | The previous external review undertaken by BEP/OAKs advisor, Chris Owen was previously working as a Raising the Attainment of Disadvantaged Youngsters advisor for BEP was extremely helpful in reviewing our current practice and in seeking to improve. This helped to bring in expertise and insight into issues around supporting Pupil Premium pupils from across a wide range of schools in Birmingham and nationally. | Discuss external review with SLT and Governing Board. School SEF and SDP modified accordingly.  Share outcomes with all staff. | Head Teacher | External reviews undertaken Spring / Summer 2021. |
| Best practice in supporting ‘uplifted’ PP pupils disseminated and built into bespoke CPD across Departments and Faculties. | | Closing attainment gaps has been a Common Performance Management Target for several past years and some staff have been very successful, whilst others have struggled in this area. Historical in-school data has been analysed to reveal which individual teaching staff and departments have been the most successful in narrowing the attainment gaps for PP pupils. This information has been shared with HoF and bespoke CPD opportunities have been planned for the forthcoming year. | Review best practice CPD plans have taken place on a termly basis with feedback from HoF.  Improved subject and classroom practice led by our most successful practitioners in this area. | Deputy Head | Spring and Summer Data Analysis 2021 and Yr11 Exam Results analysis 2021. |
| For one of the Performance Management targets for teaching staff 2020-21 to include the option “To undertake the professional learning programme and to lead my department / faculty in the “Thinking Differently for Disadvantaged Learners” professional learning programme and undertake the six online training modules with Challenging Education. | | Challenging Education is an acknowledged national leader in supporting disadvantaged learners. The programme will make new and current staff including members of the Governing Board aware of up to date national and international research on supporting disadvantaged learners and then be able to share this with their department / faculty keeping PP issues high on the agenda. Staff will then be in a strong position to support each other in adapting teaching methods and metacognition strategies that most benefit disadvantaged learners at regular intervals across the academic year | A review of the department and faculty minutes will ensure that this is taking place on a regular basis.  Monitoring of uptake.  Department SEF analysis of the on-going impact of this CPD on the Department, Schemes and Pupil Outcomes.  Rigorous Faculty Link Governor meetings and reports as to the impact of on-going CPD. | Assistant Head of Curriculum | Report the Governing Board, September 2021. |

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| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Teaching moves further toward Outstanding and therefore better able to meet the individualised needs of PP pupils. | Further development of the whole school reading strategy:   1. Continue to develop and implement a synthetic phonics reading / language programme for Year 7 pupils in English and to continue to support those in Yr8 who had their programme cut short.   The training of the new Librarian in Synthetic Phonics.   1. NGRT diagnostic reading tests on the bottom 50 readers in Yr7 to refine the interventions. 2. Sharing of best practice from the BEP Academic Language Programme in Humanities and Science to other departments. 3. Rich vocabulary -“word of the week” and Reading Focus Fortnights. 4. Accelerated Reader | This programme was started, but cut short by the Covid-19 lockdown. It will therefore be repeated 2020-21. Analysis of the impact in the PP mid-term review was very encouraging and demonstrated the power of the synthetic phonics approach for these very weak readers.  The emphasis on reading will enable pupils to engage fully with other areas of the curriculum at a faster pace than otherwise expected. It continues to be a priority of the school, especially for those in receipt of the PP:   * In 2019 79% of those who score below the standardised score of 100 for KS2 English SATS in 2019 and so require additional catch-up in Year 7 are PP pupils. * In 2020, 54% of our bottom 50 readers in Yr7 are PP pupils with an average reading age of 8.08 years yet PP pupils only make up 34.7% of this cohort. * The average Yr7 reading age is 10.07 years and PP pupils are averaging a reading age of almost 5 months below their non-PP peers. * 53% of the PP cohort in Yr7 have a reading age below their chronological age with an average reading age of 8.09 years.   We have invested heavily in the training of a very experienced English teacher in the use of Synthetic Phonics to become a specialist teacher of reading. This programme has a proven track record as a highly effective intervention strategy and leads to longer retention of learning. This is then backed up by other form activities. | * Reading Age analysis. * Termly English internal data. * Lesson Observations, learning walks, work scrutinies. * Form time monitoring. * AR Data * Pupil feedback. * Teacher feedback * Teaching and Learning Group participation / feedback. * Teaching and Learning Policy. * Report to the Curriculum Committee of the Governing Board. | Deputy Head | Termly |
| Additional staffing in English and Maths to facilitate a move to 6 groups in KS3 and to accommodate Covid Catch-up sessions at KS3 and KS4.  Targeted Catch-up support in all subjects at KS3 and KS4. | Increased staffing in the core subjects builds in capacity for small group and targeted interventions for PP pupils in lesson time and beyond the classroom.  An additional Maths Teacher and an English Coach means that individual and targeted catch-up support for all year groups can operate. We know that the disadvantaged pupils were disproportionately hit by the Codid-19 lockdown. By top-weighting these small group interventions with PP pupils we will be following the “equity not equality” model of support. | Lesson observations, learning walks, work scrutinies to monitor the quality of the curriculum and teaching and learning across the groups and to ensuring that all pupils are engaged and learning is effective. Regular data analysis and QLA of the catch-up cohort to check on impact. | Head Teacher | August 2021 |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Teaching moves further toward Outstanding and therefore better able to meet the individualised needs of PP pupils. | SEND and LAC Register updated with:   * Photographs of pupils * SEND issues * Strategies to try out   SEND and LAC register linked with passport strategies to class lists on Progresso.  Regular SEND briefing by Year Group and Department using Tuesdays and Thursday Meetings and Faculty Meeting rotation.  Half-termly Friday SEND Briefing on named pupils and support required.  Audit of the KS3 and KS4 Curriculum provision for SEND and LAC pupils.  Common Performance Management Target for all staff 2020-21 is “To develop and incorporate, and embed the Graduated Approach and different approaches to differentiation in my lessons matching work to the differing capabilities of individuals or groups of pupils in order to extend their learning and for progress to take place.” | 58% of our SEND pupils PP pupils, where PP makes up 46% of our intake. Therefore, better practice with regard to supporting SEND pupils will have a greater impact upon outcomes for PP pupils than non-PP pupils.  We also acknowledge that PP pupils are not a homogeneous group. SEND and PP pupils have clear overlaps and that in order to close educational gaps we need to address individual learning needs. Using the “Assess, Plan, Do, Review” strategy of the 2015 SEND Code of Practice to carefully evaluate the learning needs in our classes, we will be better able to identify and respond to individual needs regardless on prior attainment.  Linking the strategies and pupil passports into the MIS system means that all teaching staff will have instant access to the right interventions to use with their SEND pupils and therefore be able to give better in-class support.  By increasing Middle Leaders accountability for SEND and LAC pupils, this should lead to better outcomes for these pupils, and therefore for this group of PP pupils. | KS3 and KS4 data analysis using the Data Packs.  Lesson observations, learning walks, work scrutinies and pupil trails with a SEND and SEND / PP focus.  Link Governor Reports 2020-21.  Performance Management Target reviews by headteacher reporting to the Governing Board. | SENDCO / Deputy Headteacher | Spring and Summer 2021.  October Performance Management Target Reviews 2021. |
| **Total budgeted cost** | | | | | £175, 400 |

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| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Ensure that PP pupils and the disadvantaged are able to access the full curriculum especially distance learning in the event of a future lockdown or Covid-19 bubble burst. | Laptops and internet access for all PP pupils who need them to be provided by the school from a variety of sources. | We know that there will be some form of distance learning taking place during 2020-21 and possibly beyond. Our PP pupils made up a disproportionate number of those pupils requiring a paper-based fortnightly resource pack of work during the lockdown.  Surveys conducted by the Head of Computer Science and the Pastoral Team have identified those PP pupils especially without access to a device and have / are working with a variety of sources (DFE, Birmingham LA and City Council, Aim Higher, and some charities) to address this situation.  Internet dongles have been purchased to ensure access to distance learning and to support the day to day curriculum diet. | * Records of laptop and dongle loans. * Participation rates of those undertaking distance learning. * Report to the Finance Sub-Committee of the Governing Board. | Assistant Heads Curriculum and pastoral / Behaviour. | March 2021 and July 2021. |
| Improve consistency of PP Mentoring Programme | Pupil Premium / Catch-up Operational Lead to review PP Mentoring Programme ensuring that mentors have the skills and resources to fulfil their role.  Precise targeting of PP pupils in need of support. | The previous in-school mentor programme was effective in reducing the number of PP pupils entering the homework and behaviour detention system. However, these initial successes were short-lived and largely behaviour based. An academic focus on mentoring on the small targeted HPA/PP pupils was effective, and this is the type of programme that we are looking to expand this year (see 2019-20 Review).  Since the Covid-19 lockdown had the greatest impact on the academic and socio-economic well-being of our PP pupils and the issues that we know that PP pupils already have to face, we feel that an over-arching PP/Catch-up co-ordinator with a precise remit of co-ordination and targeting will have a greater impact here.  Selected PP and all LAC pupils to undertake tutoring from the National Tutoring Programme for English and Maths primarily and for other subjects as identified by the SENDCO and HoY. | * Half-termly analysis of detention and homework referral data. * Catch-up mentoring and academic input records. * Data analysis of attainment vrs target of PP pupils. * CPD Records on Progresso. * Mentor records. * Staff feedback. * Pupil questionnaire. * NTP Data Analysis and Attendance | Catch-up / PP Operational Lead  Assistant Head Pastoral & Behaviour  Assistant Head Curriculum.  SENDCO | March 2021 |

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| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Pastoral outcomes make rapid and sustained improvements for Pupil Premium Pupils | The in-school attendance gap of Pupil Premium pupils compared to non-Pupil Premium pupils is narrowed to less than 1.5% in 2020-21 (see Attendance Action Plan for more details).  Additional devoted time for attendance and pastoral staff in response to the Covid-19 lockdown and subsequent return to school. | Attendance is the single biggest factor in determining pupil attainment. Our failure to address this gap satisfactorily in recent years is deeply disappointing. However, 2019-20 had our highest level of attendance on record which was largely due to a marked improvement for non-PP pupils whilst attendance for the PP cohort remained constant. This served to widen our in-school gap.  A re-organisation of the Pastoral and Attendance staffing 2019-20 and in response to the additional pressures on PP pupils during lockdown and in securing their attendance post September 2020 to support the attendance and mental health / well-bring of our most vulnerable pupils. Additional staffing time in the Pastoral Support Team for the extra Senior Learning Mentor will mean that the SLM for Attendance can devote more resources and time to this crucial role. | Line Management by the Pastoral Support Manager and the Assistant Head (Pastoral) will ensure that all relevant staff are focused on maximising PP attendance.  Governance overview will be provided by the Pastoral Sub-committee. | Pastoral Support Manager  Assistant Head (Pastoral and Behaviour) | Weekly and Half-Termly Attendance Data. |
| Persistent absence rates of Pupil Premium pupils to reduce to into line with non-PP pupils over two years (see SDP and Attendance Action Plan for more detail).  A re-structure of admin to support attendance more closely 2020- 21. | 2019-20 for the period up to the lockdown saw a marked reduction on PA for both PP and non-PP pupils and is our lowest on record. However, disappointingly, the gap remains and has increased in the return post-lockdown.  The additional strategies and resources devoted 2020 -21 still gives us an opportunity to meet this target. | Line Management by the Pastoral Support Manager is key to the success of this plan and the notes will allow the headteacher to judge progress.  Governance overview will be provided by the Pastoral Sub-committee. | Senior Learning Mentor (Attendance) | Weekly and Half-Termly Attendance Data. |
| Exclusion Rates of Pupil Premium pupils to reduce into line with non-PP pupils over two years through the early identification of at-risk pupils and intensive mentoring and behaviour support.  Employment of an additional Senior Learning Mentor. | We had been working steadily and effectively to reduce our exclusion rates and were especially successful last year with just one pupil (non-PP) excluded.  Unfortunately, our fixed exclusion rates already this year have increased with a small group of Year 10 pupils being responsible. Whilst these issues have largely been resolved, it has had a negative impact upon our exclusion data. The Pastoral Team re-structure has given us a more targeted and focused approach with key members of staff allocated to specific Key Stages in order to work to resolve these issues. | Governance overview will be provided by the Pastoral Sub-committee. | Pastoral Support Manager  Assistant Head Pastoral and Behaviour | Half-termly |
| **Total budgeted cost** | | | | | £115, 250.00 |
| **iii. Other Approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| To continue to provide all pupils with a free breakfast. | To maintain a close relationship with the National School Breakfast Project.  To secure funding for bagels beyond 2020. A £2000 further funding secured to improve education around healthy eating/ breakfast further this year due to over 25% of school eating breakfast last year (44% with 58% of these being PP).  Continue to engage with NSBP research through pupil and parent voice. | Academic research shows that eating a healthy breakfast before starting the school day is linked to improved concentration, better outcomes, increased energy, a higher intake of vitamins and minerals, and a healthier body weight. Research undertaken by NSIP on behalf of our school indicated that only 69% of our pupils ate breakfast, of these 11% said that they ate crisps, snack bar, biscuits or pastries. 2018-19 we joined the NSBP and provided every pupil a free bagel. Pupils also engaged with PSHE lessons and form activities regarding the benefits of a healthy breakfast.  In every year group in the Autumn Term 2019 the % of PP pupils having bagels outstripped the non-PP pupils, in particular by Yr9 where 74% were by consumed by PP pupils.  Funding for bagels has now been extended until Dec 2020 in light of time missed in schools due to Covid-19 and a £500 grant will be available in Jan 2021 to help sustain the project (the estimated cost is £10,000 per academic year to continue offering the current provision).  Unfortunately, due to Covid-19 safety issues, the programme is on hold until at least January, when we may be able to reinstate the full provision. | Weekly tally of percentage of pupils taking advantage of free breakfast bagel will indicate whether PP pupils are accessing this opportunity.  Review and data analysis by The National School Innovation Project in the summer term 2021 | Assistant Head Pastoral & Behaviour | January 2021 and then July 2021. |
| To continue to find ways to poverty-proof the school. | Gather best practice nationally on ‘poverty-proofing’ the school experience utilising links made through “Radio RADY” and Challenge Education.  Audit our own practice and produce an action plan to be implemented from January 2021 onwards. | We know that poverty is a strong predictor of educational attainment with more than 6 in 10 children nationally on free school meals failing to secure 5 good GCSEs. Overall, this means a gap in outcomes of around 27% at Key Stage 4 between those pupils on Free School Meals and other pupils. The unequal outcomes of education reflect, to a large extent, the unequal outcomes in our society. Poverty Proofing the school day, and developing a personalised action plan to address these issues and reduce the attainment gap is important. So too is that all pupils feel treated equally regardless of their economic circumstances. | Action plan impact analysis and report to the Finance, Estate and Resources Sub-Committee of the Governing Board by the Assistant Head for Curriculum. | Assistant Head Curriculum | January 2021 and then July 2021 |

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| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Pupil Premium pupils to gain greater cultural literacy through engagement in a wide range of cultural activities (peri music, visits to Art Galleries, etc) and through reading regularly.  Aspirations are raised. | Extend Peri opportunities to more PP pupils so that as many PP pupils as possible are given a greater stake in education through developing a passion for an aspect of it.  Assistant Head to consider a radically different approach where all of Year 7 would learn a musical instrument, paid for by the school. A cost / benefit analysis prepared for SLT discussion. | This target remains on this year’s plan as it was not sufficiently actioned by the Head of Music and the ensuing lockdown also had a negative impact on outcomes.  Data collection for 2019 - 20 was again poor. The acting Head of Music is working to resolve the issues around this.  We still believe that that engagement in the Arts can transform self-belief, confidence and engagement. Our aim is to enable many more children to find joy and success at school outside of the main curriculum areas which will then translate to improvements in those main curriculum areas. | Head of Music to prepare report for SLT about the trends of uptake of Peri lessons to inform and  Action Plan prepared by Head of Faculty and Assistant Head to broaden the numbers of PP pupils taking advantage of free Peri lessons.  Data analysis monitored termly. | Assistant Head Curriculum / SLT Line manager for Arts and Technology | November 2020 Report and then termly monitoring and final data analysis in July 2021. |
| Pupil Premium pupils to gain greater cultural literacy through engagement in a wide range of cultural activities (peri music, visits to Art Galleries, etc) and through reading regularly.  Aspirations are raised. | 100% PP participation in school trips.  The aim (achieved last year – see PP Review) is for two days each school year will be dedicated to the whole school taking part in extra-curricular activities. This will involve five trips split into each year group on each day. 2020-21 due to Covid-19 means that we are aiming for 1 trip – possibly May 2021.  Over the course of a TGGS Pupil’s school life they will experience 10 culturally enriching experiences visiting:  a museum; an art gallery; a sporting event; a musical concert; the countryside; a castle; a university; London (the capital city); a religious building; a theatre experience. | This was a huge success in 2019-20 and gave us universal coverage and equality of access.  The 2019-20 trips policy gives all pupils an entitlement to a wide range of culturally enriching activities. This was met. However, 2020-21 sees us face a setback due to the Covid-19 situation. We aim for at least 1 full trip with 100% PP participation to take place in May 2021.  In addition, the nature of the type of trip selected also enhances the cultural capital of these pupils e.g. the museum experience at the Nottingham Courts of Justice where pupils take part in a real court case acting out the many roles within the British justice system. This serves to develop and deepen their understanding of the fundamental values of democracy, individual liberty and the rule of law as well as introducing aspirational career pathways. | * Attendance records and participation mapping. * Follow-up curriculum work via linked subjects, PSHE and Form-time activities. * Cultural Capital Questionnaire. * Staff and pupil feedback. | Head of Science Faculty | Reviews of individual days after each event:  Report to Governing Board Summer Term 2021. |

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| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Pupil Premium pupils to gain greater cultural literacy through engagement in a wide range of cultural activities (peri music, visits to Art Galleries, etc) and through reading regularly.  Aspirations are raised. | Maintain excellent Compass scores despite limitations due to Covid crisis and pressure of careers time due to need for catch up.  Further develop our already strong careers opportunities for all pupils especially PP and PP / SEND pupils.  Ensure that there is a specific focus on the specific choices and aspirations of our PP cohort.  Continue to reduce NEETS by ensuring all Y11s with a specific focus on PP pupils have applied for appropriate college courses and have offers by utilising teaching over-capacity to free up HoY11 to monitor the completion of application forms and personal statements. | By using best practice for SEND pupils as identified by The Gatsby Foundation, The Careers & Enterprise Company Disability Rights UK and the SEND Toolkit to support pupils with SEND in school to we will provide the most suitable careers guidance and careers experience.  By ensuring that that our SEND pupils receive the most appropriate careers guidance and experiences we are aiming for those in sustained in Education, Employment and Training are at 95% by 2022.  Monitoring the KS4 Options choices for PP pupils and pupils of all abilities to ensure that all pupils accessing a breadth of subjects and that all pupils have equality of access to the curriculum and potential post-16 choices. | Monitoring of destinations data for the 2021 leavers. A report will be made to the Pastoral Sub-Committee of the Governing Board and  Monitoring the careers guidance provided to the SEND pupils and reporting to the Pastoral Sub-Committee of the Governing Board Spring 2021 ensures rigor. Oversight and reporting to the Governor with responsibility for SEND pupils will also ensure that this action is followed. | Assistant Head Curriculum / Assistant Head Behaviour and Pastoral | Summer 2021 |
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| **Total budgeted cost** | | | | | £ 35,000  **£325, 650 approximately** |