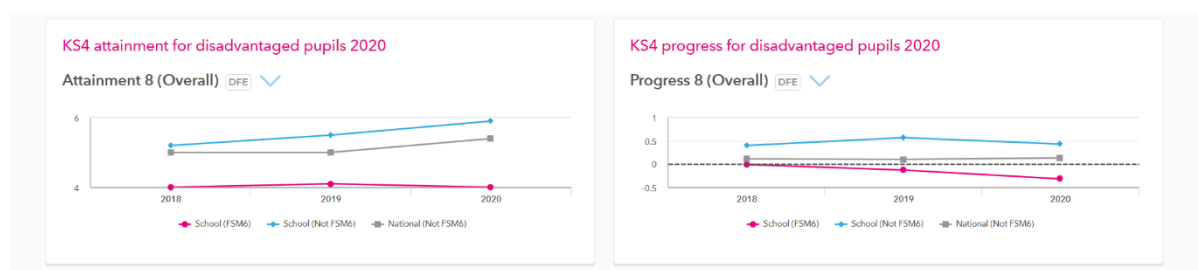


Pupil Premium Statement 2020-21

Grant allocation for this academic year: £170 000 (projecting £179 000)

Awarded results August 2020

	Actual results				Pupil Progress			
	Attainment 8 (Overall)	A8 English	A8 Maths	% English & Maths (Grade 4+)	Progress 8 (Overall)	P8 English	P8 Maths	% English & Maths (Grade 4+)
FSM (in last 6 years)	4	4.2	3.8	51%	-0.32	-0.35	-0.29	-2%
Not FSM (in last 6 years)	5.9	5.8	5.7	85%	0.43	0.27	0.36	9%



From this we can see that both Attainment 8 and Progress 8 dropped for these pupils, and this in both cases represents a widening of the gap between disadvantaged pupils and their non-disadvantaged peers in our school.

Of course, this year we are conscious that grades have been awarded very differently, and therefore we are unable to compare like for like. We might imagine that, had we been able to put into place the interventions we had intended in the run-up to exams, which would have targeted FSM6 pupils more intensively than their non-disadvantaged peers, we could have seen a positive impact that we weren't able to project based on evidence gathered in the first half of the academic year. At the same time, it is notable that, were we to remove three pupils who had very particular circumstances, and therefore were not attending school, two of whom were FSM6, the picture is much more in line with last year's.



If we compare this with national figures, our Attainment 8 figure for disadvantaged pupils is in line with national performance for this cohort, of 4.02; our EBacc Attainment 8 figure of 3.7 is higher than the national of 3.39. However, clearly this does not meet our stated aim of narrowing our gap or supporting children to make equivalent progress to their non-disadvantaged peers.

In terms of male/female breakdown, this year the gaps between the disadvantaged and non-disadvantaged boys and that of girls is broadly similar (0.7 and 0.76 for Overall Progress 8, respectively). However, what we can draw out here is that while the gap is similar, the girls (both disadvantaged and non-disadvantaged) had a higher Progress 8 score than their male counterparts. What we can then see is that the breakdown of the FSM6 cohort is boy-heavy (24 males to 13 girls: 65% male), much more so than the non-disadvantaged cohort (77 boys to 69 girls: 53% male), and so clearly this has an impact on the relative performance of the disadvantaged pupils.

Outcomes in KS3

Usually, we would report on positive progress from our termly reports at the end of each Key Stage 3-year group. In July 2020, this measurement of progress and attainment could not be done in the usual way, due to school closure.

What we did clearly identify was that those students who fell behind most significantly, in every measurement, were disadvantaged. Looking, for example, at those students for whom their work presented us with a concern, we can see how much more that was reported of disadvantaged students, and how low-prior-attainment, in most year groups, exacerbated the likelihood that their learning was of concern.

Attendance is measured by those who logged on to Show My Homework each day, which was our platform for setting work. WNYS was our measurement of 'Work Not Yet Submitted' – the average number of pieces not submitted. Our reports then described whether we were 'pleased with', 'concerned by' or 'impressed by' the work handed in, in each subject (for Year 10, this was all studied subjects; for KS3, this was English, Maths, Science and MFL). The latter two categories – the extremes – are shown below.

Year 10	Av (229)	Ev6 (28)	Non-Ev6 (201)	FSM (21)	Ev6 M	Non-Ev6 M	Ev6 F	Non-Ev6 F	Ev6 LPA (11)	Non-Ev6 LPA (38)	Ev6 MPA (12)	Non-Ev6 MPA (94)	Ev6 HPA (3)	Non-Ev6 HPA (52)
Attendance	92.4	83.8	93.6	81.2	88.4	92.7	80.8	94.3	81.1	90.9	81.7	93.7	93.4	94.6
WNYS	17.1	27.2	15.7	27.9	22.5	16.3	30.3	15.1	27.8	19.4	29.3	17.3	15.7	9.6
Concern	1.6	2.5	1.5	2.9	2.4	1.5	2.6	1.4	3.1	1.7	2.3	1.6	0.7	0.8
Concern	20%	33%	19%	38%	33%	19%	34%	18%	43%	23%	31%	21%	7%	10%
Impressed	2.2	1.2	2.1	1.2	0.8	2.1	1.4	2.6	0.5	1.7	1.2	2.3	1.3	3.0
Impressed	26%	14%	24%	14%	10%	24%	16%	31%	8%	22%	14%	27%	13%	33%

Year 9	Av (210)	Ev6 (Non-Ev6 (FSM (27)	Ev6 M	Non-Ev6 M	Ev6 F	Non-Ev6 F	Ev6 LPA (15)	Non-Ev6 LPA (14)	Ev6 MPA (19)	Non-Ev6 MPA (67)	Ev6 HPA (4)	Non Ev6 HPA (73)
Attendance	94.4	88.2	95.8	85.2	86.3	95.8	89.6	95.7	84.4	94.5	89.5	95.2	93.8	96.6
WNYS	16.9	34.1	12.9	36.4	44.6	13.3	26.0	12.6	35.2	13.9	35.1	18.6	33.5	6.3
Concern	0.6	1.3	0.4	1.4	1.9	0.5	0.8	0.3	1.2	0.4	1.3	0.6	1.5	0.2
Concern	14%	30%	10%	33%	46%	12%	17%	8%	33%	9%	28%	14%	35%	4%
Impressed	1.3	0.8	1.4	0.8	0.5	1.1	1.1	1.7	0.4	1.6	1.0	1.2	1.0	1.5
Impressed	29%	21%	31%	21%	11%	25%	30%	37%	13%	36%	24%	27%	20%	30%

Year 8	Av (228)	Ev6 (45)	Non-Ev6 (183)	FSM (32)	Ev6 M (24)	Non-Ev6 M	Ev6 F (21)	Non-Ev6 F (92)	Ev6 LPA (10)	Non-Ev6 LPA (19)	Ev6 MPA (27)	Non-Ev6 MPA (78)	Ev6 HPA (6)	Non Ev6 HPA (77)
Attendance	94.7	90.6	95.8	89.4	90	95.7	91.2	95.8	91.6	93.9	88.9	94.9	97	97.2
WNYS	17.0	37.3	12.0	40.3	39.9	15.4	37.4	8.7	31.3	17.5	43.9	15.8	10.2	5.8
Concern	0.7	1.7	0.4	1.8	1.9	0.6	1.4	0.3	1.0	0.7	2.1	0.6	0.2	0.2
Concern	16%	41%	10%	46%	47%	15%	34%	6%	25%	18%	52%	13%	4%	5%
Impressed	1.5	0.8	2.0	0.8	0.6	1.7	1.0	2.3	0.3	0.8	0.7	1.6	2.5	2.6
Impressed	37%	17%	41%	16%	14%	36%	21%	47%	8%	23%	15%	34%	51%	53%

Year 7	Av (265)	Ev6 (58)	Non-Ev6 (207)	FSM (41)	Ev6 M (32)	Non-Ev6 M (109)	Ev6 F (26)	Non-Ev6 F (98)
Attendance	95.0	90.5	96.3	88.7	87.6	95.6	94.0	97.0
WNYS	13.9	21.6	11.8	24.4	26.6	14.5	15.5	8.7
Concern	0.6	0.9	0.5	1.0	1.3	0.7	0.4	0.3
Concern	14%	22%	12%	26%	34%	17%	9%	6%
Impressed	1.3	0.9	1.4	0.8	0.7	1.0	1.2	1.8
Impressed	32%	23%	35%	21%	18%	25%	30%	46%

Year 7	Ev6 LPA M (11)	Non-Ev6 LPA M (18)	Ev6 MPA M (14)	Non-Ev6 MPA M (48)	Ev6 HPA M (4)	Non Ev6 HPA M (39)	Ev6 LPA F (12)	Non-Ev6 LPA F (9)	Ev6 MPA F (10)	Non-Ev6 MPA (35)	Ev6 HPA F (4)	Non Ev6 HPA F (46)
Attendance	80.2	95.9	89.9	95.4	95.2	95.6	94.1	97.7	93.2	96.6	96.1	97.2
WNYS	30.3	25.8	26.5	15.3	15.8	8.9	20.8	15.7	12.5	9.2	6.8	5.9
Concern	1.8	1.4	1.0	0.6	0.5	0.4	0.7	0.3	0.2	0.4	0	0.2
Concern	47%	38%	27%	14%	13%	9%	17%	10%	4%	8%	0	4%
Impressed	0.5	0.8	0.7	0.6	1.3	1.5	0.9	1.6	1.3	1.5	1.8	2.3
Impressed	14%	22%	19%	15%	31%	38%	23%	44%	33%	36%	44%	57%

Summary of main barriers to achievement:

In our context, the **low prior attainment** of disadvantaged pupils relative to their non-disadvantaged peers is one of the chief barriers to our securing strong educational outcomes. This is relevant in three ways: firstly, that low prior attainers are over-represented in our disadvantaged cohort (see table (a) and associated charts below); secondly, that evidence suggests that those students who are both disadvantaged and who do not achieve well at primary school are highly unlikely to attain an expected threshold of qualification at 16. That is to say, where both disadvantage and low prior attainment coexist, they are likely to exacerbate and intensify the effects of each other. Finally, it is well documented that disadvantage can, statistically and of course not in every household, lead to low attainment – for instance, in the opening up of vocabulary gaps. Addressing this is therefore crucial, and will impact upon what we do in school, with parents and in partnership with primaries.

We also recognise that our disadvantaged students are more likely to present with **behaviours** that are not conducive to strong learning outcomes. This can result from diverse factors such as lack of parental engagement with the school, or, where parents are engaged, other strains in the home environment that students find challenging; from lower aspirations or a lack of value placed on education; from low self-esteem: the reasons are as many and as varied as the students themselves. Clearly, this is an ongoing barrier that we seek to address through our application of behaviour policy, more intense or tailored work with students, counselling, Blue Room support and parental engagement strategy.

In some cases, our disadvantaged students are particularly **vulnerable to certain risk factors** that can lead to persistent absence or persistently challenging behaviour. Where this presents, we have created a tailored Alternative Provision (the View, the Blue School and the Link), which provides small group tuition and a thorough pastoral support. Currently, of the students in the View, 36% of students (4 out of 11) are FSM6; in the Blue Room 80% (8 out of 10) are FSM6; in the Link it is 60% (9 out of 15).

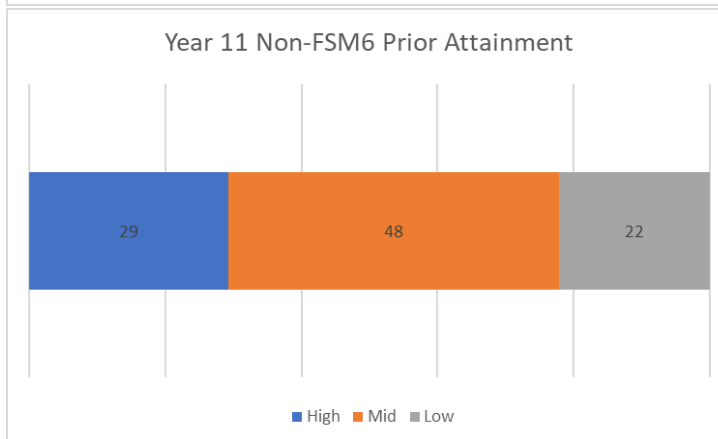
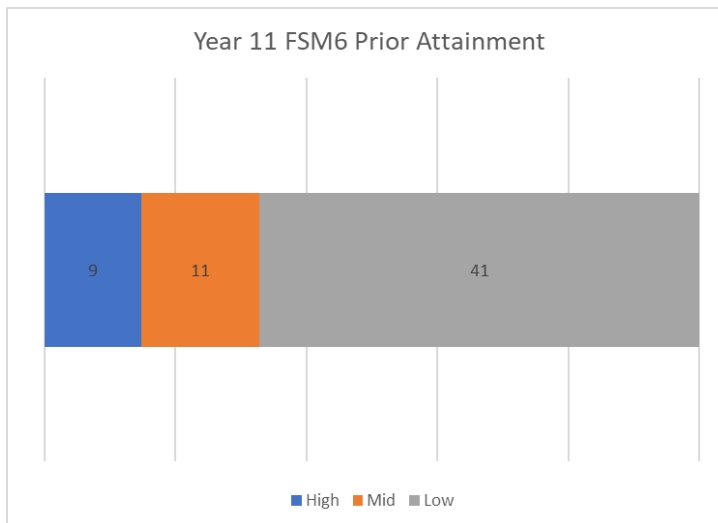
In 2020, the **impact of school closure** was particularly acutely felt by disadvantaged pupils, as shown above. The ramifications of this are clear in terms of missed learning, wellbeing and mental health, and a difficulty readjusting to the expectations of school routine and behaviour. This serves as the primary focus of our **Catch-Up Strategy**, detailed separately, but with a clear overlap with this strategy.

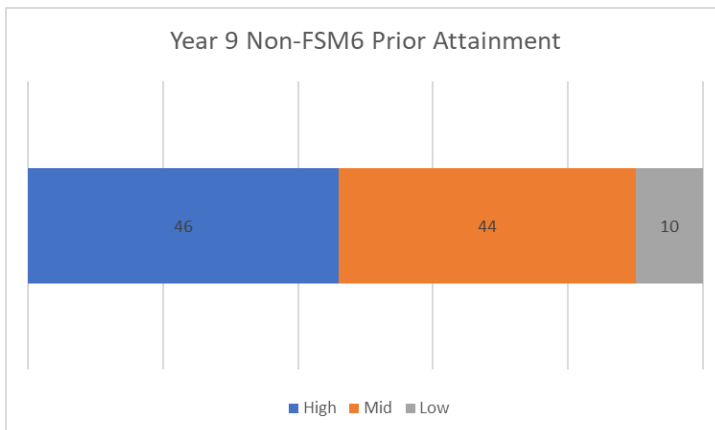
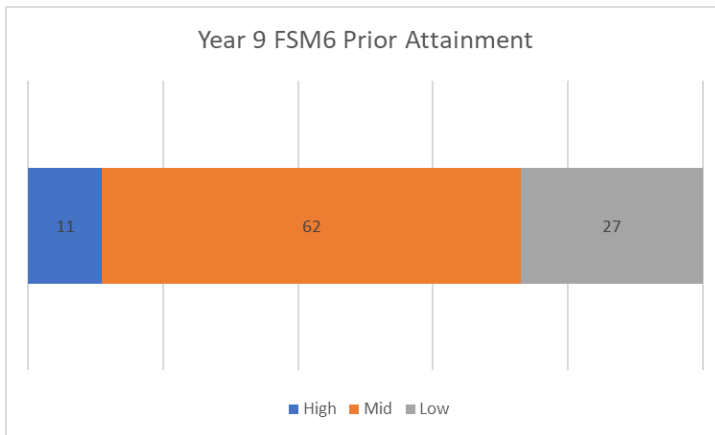
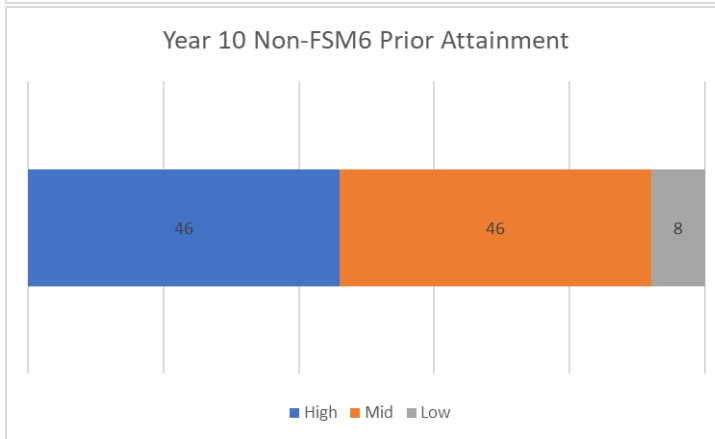
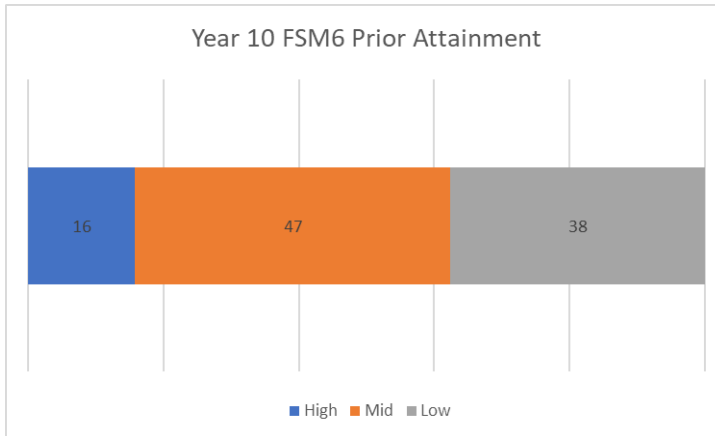
a) Prior attainment

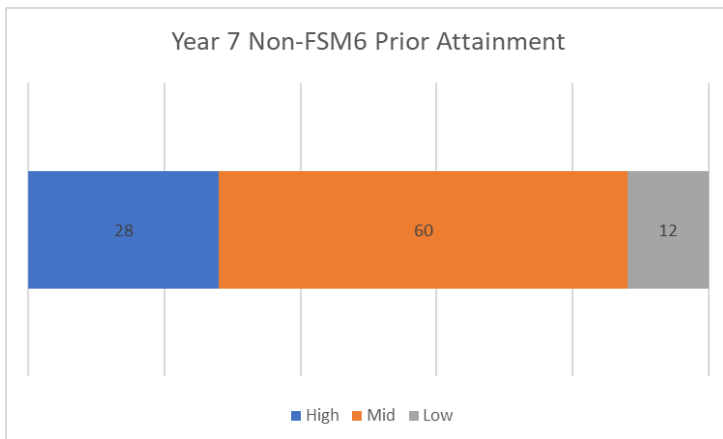
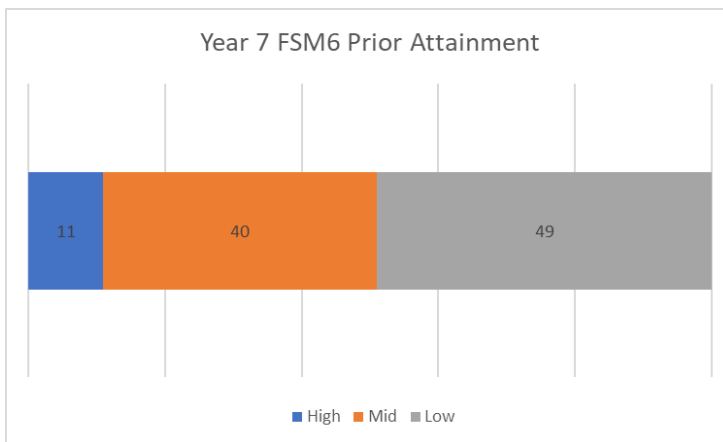
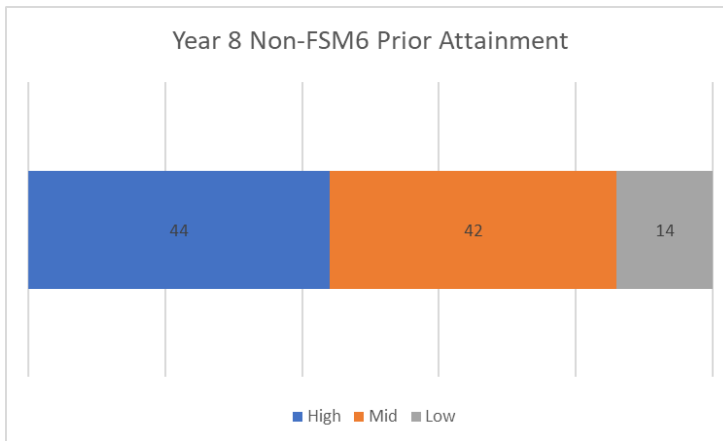
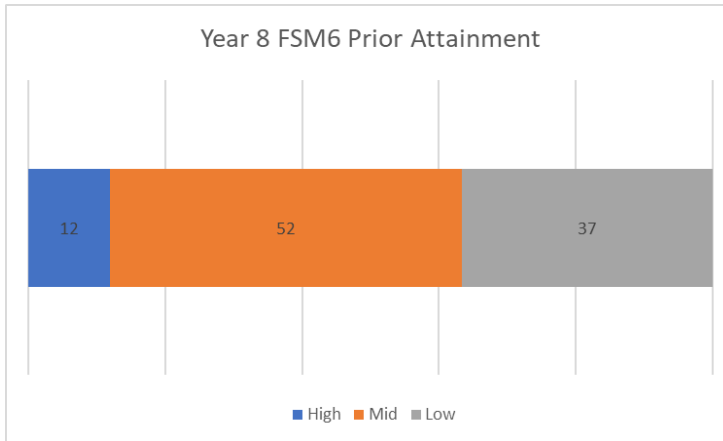
Prior attainment (DfE)* for disadvantaged students in comparison to non-disadvantaged peers (as a percentage of cohort for whom prior attainment data is available):

	11		10		9		8		7*	
	FSM6	Non-FSM6	FSM6	Non-FSM6	FSM6	Non-FSM6	FSM6	Non-FSM6	FSM6	Non-FSM6
High	9	29	16	46	11	46	12	44	11	28
Mid	11	48	47	46	62	44	52	42	40	60
Low	41	22	38	8	27	10	37	14	49	12

*NB For Year 7 this is based on CAT4 data; for all other year groups it is KS2 data.







This shows very clearly how skewed the FSM6 cohort is towards low-prior attaining pupils, particularly when compared to their non-disadvantaged peers. Given everything that is known about how likely it is that low-prior-attaining pupils will leave school with key qualifications, it is crucial that we address this gap.

b) Sustaining progress across Key Stages

The nature of lockdown and remote learning means that our usual way of assessing pupil progress across key stages is not meaningful this year. However, it makes absolute sense that we would consider that the issue we have faced previously in terms of sustaining progress is likely to hold true in real terms, regardless of what is measurable. Of course, it may be that lockdown means that progress has not been sustained over Key Stage 3 because of the circumstances affecting most profoundly our disadvantaged pupils.

Historically, however, we have seen the progress of non-disadvantaged pupils hold relatively stable, while that of disadvantaged pupils declines more rapidly, with a more significant falling-away at Key Stage 4.

We may imagine that this relates to what happens when students are faced with the rigours of external assessment and/or curricula. This could be a question of knowledge and recall demands, increased cognitive demands of content, more stringent assessment criteria, exam stamina or communication, and/or their approach to revision.

These, then, continue to be our areas of focus in terms of embedding metacognitive approaches, an approach to improving academic writing, careful design of internal assessments and curriculum to secure knowledge retention early, and targeted revision sessions.

Spending strategy to overcome barriers:

Identified best practice:

It is clear that current understanding of the most effective approach to supporting disadvantaged students is to prioritise excellent teaching. Relating to its publication of June 2019, The EEF Guide to the Pupil Premium, which results from meta-analysis of data, the EEF reports that, 'Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.' In a separate report from 2018, they conclude, as a 'key lesson' from their first six years, 'What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development.' The thrust of the argument is that 'Put simply, it is about more good teaching for all pupils, as this will especially benefit the most disadvantaged.' It thus makes absolute good sense that the Pupil Premium be spent in securing high-quality CPL and other key elements around working practices that lead to the recruitment, the best professional development, and the retention, of good teachers, leaders and support staff.¹

Additionally and relatedly, we look to secure:

A rigorous, systematic approach to data;

An ethos of aspiration and expectation;

An awareness of, and an attitude that directly challenges, unconscious bias and stereotypes related to disadvantage;

An individualised approach to identifying and overcoming barriers. This may include self-esteem, aspiration, factors relating to the home environment, vocabulary, prior attainment, subject-specific and cultural knowledge, IT facilities and competence, poverty-related factors, social mobility;

The highest quality teaching. This has clear implications for the recruitment, professional development, and retention of teachers, leaders and support staff;

A curriculum that is structured to address knowledge gaps, to build knowledge and capabilities, and to secure these long-term;

Fostering a positive, collaborative relationship with parents;

Quality, tailored careers advice that takes nothing for granted.

¹ 'Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods.' EEF Attainment Gap Report, 2018

Introduction for 2020/21

- **Catch-up strategy focusing intensely on disadvantaged pupils, which will be funded in part through the pupil premium, as well as through separately allocated Catch-Up funding. Detailed separately.**
- **Assistant Principal role created to focus on Alternative Provision (including SEMH and SEND) – given the heavy weighting of those provisions towards disadvantaged pupils, this is a clear area of need.**
- **Role created to oversee AP provision of The View and the Blue Room best to support children with pronounced behavioural needs.**

Continuation in 2020/21

- One-to-one iPad strategy to be funded for disadvantaged students: now for all of years 7-10.
- Position of Reading TA who will focus intensively on reading with students who have the lowest reading ages. Vocabulary and whole school reading strategy continues emphatically to tackle word poverty and barriers to learning for these students. Work will continue across the whole school, to implement direct instruction of Tier 2 vocabulary, and of word roots, with a spelling programme and tutor time etymology activities to supplement work in departments.
- TLR position of responsibility for Cultural Capital, with the postholder responsible for creating, monitoring and evaluating opportunities designed to give disadvantaged students the cultural experiences and knowledge that they lack compared to their advantaged peers. This will need to take into account the limitations posed by the Covid-19 pandemic.
- Funding towards Pastoral Support Assistant roles, who will build positive relationships with families, offer practical and mentoring support to students, and help to secure attendance at parents' evenings.
- Further staff training on metacognition to support long-term retention of knowledge, with opportunities for this built into curriculum areas.
- Tailored pathway to run for Year 10 and 11 students. The intention is to support low-prior-attaining pupils with their study in terms of understanding content, revision strategies, and also with their attitude to school and support for their next steps. They will have study support for their English, Maths and EBacc subject, and enrichment lessons, rather than take a Modern Foreign Language. In Year 11, our FSM6 representation on this pathway is 31% (against a year group cohort of 13%). In Year 10, it is 48% (against a year group cohort of 19%).
- Introduction of a greater range of KS4 courses designed to broaden curriculum offer, expected and intended to have a disproportionate impact on disadvantaged pupils, improving their school experience and leading them to meaningful qualifications. Disadvantaged students are disproportionately highly represented in Child Development: in Year 10, they make up 43% of the class (against 19% of year group); in Year 11, 22% (against 13%). Additional offers made for September 2021 are to include entry level History as well as Ancient History, with the former likely to be of especial benefit for our lowest prior attaining disadvantaged students.

- Funding of teacher CPL to ensure the highest quality teaching and strongest possible craft and subject knowledge, with the intention being that this will also have a secondary positive impact on teacher retention.
- Continual refinement of curriculum to address gaps in knowledge of our disadvantaged pupils, including time devoted to this on Curriculum Development day.
- Funding for intervention in core subjects: 6 periods per cycle in English, Maths and Science.
- Continual monitoring of their progress and achievement.
- With HODs, time in Line Management and in HODs meetings devoted to: ensuring an incessant focus on the quality of teaching of FSM6 students; ensuring they are prioritised in terms of groupings, curriculum (especially knowledge gaps), approaches to memorising and revision, course-length and homework.
- Continuation of the approach of securing parental engagement at parents' evening and, in Year 11.
- Priority by Careers Advisor and Deputy Principal for PP students in terms of giving careers and Post-16 advice.
- Funding towards trips with a direct curricular impact, and Duke of Edinburgh Award, to the extent that these are possible within the limitations of the Covid-19 pandemic.
- Funding towards participation in music lessons and sports clubs.
- Purchasing resources that directly tackle attainment, such as revision guides, resource booklets, maps / globes, set texts.
- Funding of Summer School for disadvantaged pupils.

Discontinuation in 2021:

- Coherent mentoring programme: intended as a temporary suspension due to a) lack of teaching periods available; b) logistics of Covid-secure set-up and remote working hampering possibility.

Intended spend:

		169,590
		2020/21
Activities Week/Beaumanor		2,000
ASC		500
Books		750
Ingredients		1,000
IPAD	Year 7	5,676
	Year 8	4,704
	Year 9	4,843
	Year 10	4,704
Music Lessons		5,500
Revision Guides		1,000
Sports Clubs		1,500
Stationery		500
Provision Map		
Uniform		1,200
Summer School		4,500
Taxi		
Trips / visits		3,500
Total discretionary spend		41,877
Reading TA	R Venables	23,361
TLR	J Angell	1,999
Pastoral Support Assistants	Year 7	3,833
(inc Attendance)	Year 8	3,870
	Year 9	3,711
	Year 10	3,448
(inc Homework Support)	Year 11	3,833
SLG oversight / Inclusion role		38,339
Enrichment	12 Periods per fortnight	11,849
Accelerate: Class Size	Year 7	5,924
	Year 8	-
Alt Provision		
	Blue School Staffing	10,718
		8,300
	Link Staffing	8,300
Duke of Edinburgh		1,432
		170,794

Review of strategy 2019-20

Grant allocation for last academic year: we anticipated, and planned for, an allocation of £182 000 – actual funding amounted to £166 699

Last year we identified the chief barriers to achievement being low prior attainment, behaviour, and a number of pupils being particularly vulnerable, leading to high (or increasing) absence rates. We linked low prior attainment with a vocabulary gap and sought to address this. We also aimed to tackle low aspiration and parental engagement.

In a sense, the review of last year's strategy needs to take account of the change in direction brought about by school closure. Clearly our stated aims of supporting our disadvantaged pupils to make strong progress, and of dismantling barriers to this, remained consistent, but our approaches had to change. Much of what we had planned, we were unable to do or had to adapt, and we have started 2020/1 with our disadvantaged pupils in a less strong position than at this point last year.

Our evaluation, therefore, will account for how we addressed the issues that remote learning posed to disadvantaged pupils in particular.

Impact of new, intended strategies

- 1) Allocation of time for academic mentoring and additional teaching in core subjects: ran until school closure. Beyond this point, teaching allocations were redistributed to allow for remote working situation.
- 2) One-to-one iPad strategy to be funded for disadvantaged students in Year 7-9 by Easter 2020.

Impact: this enabled us to shift to remote learning and minimise the digital divide at Key Stage 3. Surveys throughout the Summer term of pupil access to technology meant that any gaps were addressed. Teachers were well positioned to pivot to remote teaching.

- 3) New position created for a Reading TA who will focus intensively on reading with students who have the lowest reading ages.

Impact: The role was adapted for remote working from March onwards. The impact of remote learning on reading age was thereby minimised for the pupils who might otherwise have felt it most acutely: looking at the whole cohort, 51% had, in year 7, a reading age of below 11; at the start of year 8, 50% had a reading age of below 12. Comparatively, in Year 7, 83% of disadvantaged pupils had a reading age of below 11; at the start of year 8, 75% had a reading age of below 12. Thus, while both the differential and the number are still very much of concern, we might infer a positive impact of this intensive work on reading and vocabulary.

Vocabulary acquisition continued to be of whole-school importance in development. Whole-school INSET ran at the beginning of Spring term. On our Curriculum Development day in January 2020, 60% of departments chose to spend work on enhancing the provision for vocabulary acquisition in their subject.

- 4) New TLR position of responsibility for Cultural Capital.

Impact: hampered by shift to remote learning. Many planned opportunities had to be cancelled. One winter Cultural trip ran. Prior to this, all disadvantaged pupils in Years 7-10 had accessed at least one extra-curricular opportunity.

- 5) Funding towards new Pastoral Support Assistant roles created, who will build positive relationships with families, offer practical and mentoring support to students, and help to secure attendance at parents' evenings.

Impact: Attendance records at parents' consultations prior to the pandemic show that FSM6 attendance, in two of three year groups, for the first time outstripped Non-FSM6 attendance:

	Non-FSM6 attendance	FSM6 attendance
7	92%	83%
9	67%	80%
11	83%	88%

- 6) Further staff training on metacognition to support long-term retention of knowledge, with opportunities for this built into curriculum areas.

Impact: 2/3 of departments used Curriculum Development day to enhance provision in their subject in this regard. However, impact cannot be evaluated against external criteria as retention of knowledge was not ultimately tested.

- 7) Associate Assistant Principal role to focus on Year 11 achievement and a whole-school approach to academic writing.

Impact: again, cannot be evaluated against external criteria. Those pupils selected for intense focus achieved less well than their peers, but of course this is essentially a priori the case, since their achievement was what teachers predicted their outcomes would have been, and they were selected due to their predicted underachievement.

- 8) Further enhancement and rationalisation of Alternative Provision.

- 9) Tailored pathway to run for Year 10 students. The intention is to support low-prior-attaining pupils with their study in terms of understanding content, revision strategies, and also with their attitude to school and support for their next steps. They will have study support for their English, Maths and EBacc subject, and enrichment lessons, rather than take a Modern Foreign Language. Uptake was 38% FSM6 (against a cohort of 12% FSM6).

NB. For 2020-1 Year 10, uptake on Enrichment pathway is 48% FSM6 (against cohort of 17% FSM6).

Impact: this was difficult to sustain during remote learning. The benefit of a timetable that was less overwhelming, against a backdrop of, in other year groups, the low-prior-attaining students struggling with workload, might be hoped to have been beneficial.

- 10) Introduction of a greater range of KS4 courses designed to broaden curriculum offer, expected and intended to have a disproportionate impact on disadvantaged pupils, improving their school experience and leading them to meaningful qualifications.

Impact: In current Year 11, disadvantaged students disproportionately highly represented on two of the three courses, iMedia (16%) and, especially, Child Development (30%) against a year group cohort of 12% FSM6.

In current Year 10, there is a disproportionate representation of disadvantaged pupils in: Child Development (57%), Film Studies (20%), and Animal Care (36%) against a year group cohort of 17%.

- 11) Funding of teacher CPL to ensure the highest quality teaching and strongest possible craft and subject knowledge, with the intention being that this will also have a secondary positive impact on teacher retention.

Impact of continued strategies able to operate:

- A curtailed Summer School ran, enabling all disadvantaged Year 7 pupils to have a day on site, meeting the Head of Year (an opportunity unavailable to the whole year group due to lockdown and social distancing requirements). The impact was intended, and perceived, to be, one of familiarity with these pupils and their families, rather than of direct educational advantage.
- Priority by Careers Advisor and Deputy Principal for PP students in terms of giving careers and Post-16 advice. Impact: No FSM6 pupils were designated NEET as of October 2020.
- Music lessons were still funded and operated remotely.
- 3 FSM6 pupils in Year 10 had an after-school additional GCSE course fully or part funded.
- 48 FSM6 pupils accessed funding for learning resources.

Impact of strategies implemented as a result of Covid-19:

Our engagement with students during school closure necessarily emphasised FSM6 pupils within the broader scope of disadvantage.

- Pupils brought onto site: 14% were FSM, which was slightly higher than the school average of 12.8%. However, 17% were FSM6, which was slightly lower than the school average of 19.6%. This was due to the focus on bringing in Year 10 students more generally, which in some cases came at the expense of other year groups. Year 10 has significantly the lowest proportion of FSM6 pupils, at 13%.
- Pupils receiving extra monitoring phone calls: 37% of these were FSM6, well above the school average.

Actual spend:

		166,699
		2019/20
		Total
Activities Week/Beaumanor		-
ASC		-
Books		672
Ingredients		872
IPAD	Year 7	4,800
	Year 8	4,800
	Year 9	1,460
	Year 10	
Music Lessons		5,116
Provision Map		881
Uniform		1,280
STEM in Action		-
Study Day		-
Summer School		300
Taxi		1,554
Trips / visits		3,788
Total discretionary spend		25,523
Reading TA		20,463
TLR Cultural Capital		1,950
Pastoral Support Assistants	Year 7	3,221
(inc Attendance)	Year 8	4,649
	Year 9	3,221
	Year 10	3,221
(inc Homework Support)	Year 11	3,221
SLG oversight		36,391
Enrichment	12 Periods per fortnight	11,141
Mentoring	Teacher	11,141
	TA	4,162
Accelerate: Class Size	Year 7	5,571
	Year 8	5,571
Alt Provision		-
	Blue School Staffing	13,133
		8,109
	Link Staffing	8,109
Duke of Edinburgh		1,405
		170,201