



Pupil Premium Strategy 2020-21

School	Test Valley School	Strategy start date	Sept 2020	Strategy end date	Sept 2021
Total Number of pupils		Number of PP pupils		Total PP budget	
	FSM ever 6	67		63985	
	Service ever 6	42		13020	
	LAC	2		4690	
420	TOTAL	111		81695	

	2018-19						2019-20					
	Pupil Premium			Disadvantaged			Pupil Premium			Disadvantaged		
Attainment and progress	True	False	Difference	True	False	Difference	True	False	Difference	True	False	Difference
% achieving basics in English and Maths (Grades 4-9)	37.5	64.5	27	35.7	64.2	-28.5	50	83	-33	44.4	70.7	-26.3
% achieving basics in English and Maths (Grades 5-9)	25	35.5	10.5	21.4	35.8	-14.4	10	42	-32	11.1	41.3	-30.2
Progress 8 average score	-1.66	-0.85	0.81	-1.73	-0.86	-0.87	-1.15	-0.24	-0.91	-1.16	-0.26	-0.9
Attainment 8 average score	30.75	42.26	11.51	29.8	42.16	-12.37	30.4	47.61	-17.26	31.4	47.03	-15.64

Barriers to future attainment : In school factors			
	Barrier	Desired outcomes	Success Criteria
a	Disadvantaged pupils in all prior attainment bands make less progress than their peers at GCSE – this is true for all subjects	Disadvantaged pupils in all prior attainment bands make progress in line with their peers at GCSE	The gap between the progress of disadvantaged pupils and non-disadvantaged is closing in all Year groups and progress in Year 11 shows a positive residual.
b	Pupils from disadvantaged backgrounds don't always engage with careers guidance and would benefit from extra support in exploring career options	Careers guidance for disadvantaged pupils in Year 8 -11 will improve and tracking shows engagement of PPG in all areas of the Gatsby benchmarks	Gatsby benchmark tracking shows PPG pupils engaged in all areas of careers guidance. PPG pupils in Year 11 have suitable post 16 placements.
c	The % of external and internal exclusions for disadvantaged pupils remains higher than non disadvantaged pupils	External and internal exclusions for disadvantaged pupils decrease	The % of exclusions for disadvantaged pupils is reduced and is in line with non disadvantaged
Barriers to future attainment: out of school factors			
d	Attendance rates for pupils eligible for FSM is lower than their peers – though the gap is closing Increase the attendance for disadvantaged pupils. The whole school attendance % for disadvantaged pupils..	Increase the attendance for disadvantaged pupils.	The whole school attendance % for disadvantaged pupils is 94%.
e	Parental engagement for pupils eligible for PPG is lower than for other pupils;	Increase in attendance of PPG parents at partners in learning evenings and parents evening.	Increase in attendance of PPG parents at partners in learning evenings and parents evening. The % of PPG parents at these events is above 80%

f	The cultural capital of those from disadvantaged backgrounds remains less than those from non and the % of disadvantaged pupils engaged in extra curricular is lower than non disadvantaged	Increase in the % of pupils taking part in extra-curricular activities in school.	The % of pupils who take part in clubs, groups and are prefects is proportionate to the % of PPG pupils
g	Support PP pupils returning to school following a significant period of lockdown, as a result of COVID and with learning during covid lock down periods	Pupils attendance and wellbeing is strong as they return. PPG attendance returns to previous levels and continues to improve.	Pupils attendance , attainment and wellbeing is strong as they return.

Planned Expenditure				
Objective a	Action	who	funding	Success measure
Disadvantaged pupils in all prior attainment bands make less progress than their peers at GCSE – this is true for all subjects	Progress of this key group an objective on all Year team PPR documents and venn diagrams used in all meetings in order to improve awareness and planning	Year leaders and SLT	Colleague time Cost of revision material	The gap between the progress of disadvantaged pupils and non-disadvantaged is closing in all Year groups and progress in Year 11 shows a positive residual.
	TAC meetings following data drops to focus on disadvantaged children	Year leaders and SLT		
	Academic mentoring to be in place for disadvantaged children following TAC meetings	Year leader and tutors		
	PPG Deep Dives to be conducted as part of QA process	SLT		
	Disadvantaged children to be a key focus on PPR documents and barriers discussed in subject leader meetings	Year leader		
	Whole school professional development programme based on inclusive classroom practice and quality first teaching	HT	Colleague time	

	Professional development opportunities to develop quality first teaching using Westgate school	HT	CPD funds plus colleague time	
Objective b	Action	who	funding	Success measure
Pupils from disadvantaged backgrounds don't always engage with careers guidance and would benefit from extra support in exploring career options	Increase opportunities for disadvantaged pupils to engage with the world of work through targeted visiting speakers and workshops	SL	Careers time/transport costs % of PPG pupils who take part in a world of work workshop or presentation	Gatsby benchmark tracking shows PPG pupils engaged in all areas of careers guidance. PPG pupils in Year 11 have suitable post 16 placements.
	Ensure all disadvantaged pupils have access to the careers advisor at least twice during their time at Test Valley	SL	Careers advisor time	
	Use the Gatsby tracking documents to ensure that disadvantaged pupils engagement with the benchmarks is clearly tracked and accounted	SL	Colleague time	
	Provide targeted support for PPG pupils applying for college	SL and tutors	Colleague time	
	Build up an alumni bank of successful TV pupils so that current pupils can see where pupils from TV have ended up	SL/SR	Colleague time	
Objective c	Action	who	funding	Success measure
The % of external and internal exclusions for disadvantaged pupils remains higher than non disadvantaged pupils	Operate a room 5 for pupils as a means of avoiding exclusion and escalating poor behaviour	SLT	Colleague time	The % of exclusions for disadvantaged pupils is reduced and is in line with non disadvantaged
	Extra transition sessions for year 6-7 vulnerable pupils at risk of potential exclusions in Yr 7	Year lead and R and R lead	Cost of resources plus colleague time	
	Use if SFS and other external agencies to support with pupils most at risk of exclusion	SLT	Cost of SFS intervention	

	Clear pupil action plans in place after each exclusion to support with avoiding further exclusions	Year leaders and SLT	Colleague time	
	External counsellors to be used to support pupils' wellbeing and develop strategies to support behaviour	Year leaders and SLT	3x part time counsellors	
	Ensure all pupils receive a restorative session following poor behaviour (which may lead to further Poor behaviour and exclusion)	HT	Colleague time	
	Increase the amount of colleagues on duty at break and lunch, in order to proactively ensure good behaviour (DHT	Duty costs	
	Introduce a therapy dog into school to help reduce anxiety and poor behaviour for more vulnerable pupils	DH	Cost of training and resources	
	Whole school professional development programme based on inclusive classroom practice	HT	Colleague time	
Objective d	Action	who	funding	Success measure
Attendance rates for pupils eligible for FSM is lower than their peers – though the gap is closing Increase the attendance for disadvantaged pupils. The whole school attendance % for	Use attendance tracker at each YL line management meeting to track and intervene with any disadvantaged pupils with Attendance below 95%.	YL / SLT/ Attendance admin lead	Colleague time Attendance admin lead	The whole school attendance % for disadvantaged pupils is at least 94%.
	Use individualised attendance incentives for disadvantaged pupils who are at risk of being PA	Yls	Cost of rewards	
	Extra transition sessions for year 6-7 vulnerable pupils at risk of low attendance	KS3 lead plus transition lead	Colleague time plus resources R and R for transition lead	

disadvantaged pupils.	External counsellors to be used to support pupils' wellbeing	SLT and counsellors	Cost of 3 x part time counsellors	
Objective e	Action	who	funding	Success measure
Parental engagement for pupils eligible for PPG is lower than for other pupils	Tutors to call PPG parents prior to any key parental evening	YLS	Colleague time	At least 80% attend engagement evenings
	Pre book appointments for PPG pupils at parent's evenings	YLS and office team	Colleague time	
Objective f	Action	who	funding	Success measure
The cultural capital of those from disadvantaged backgrounds remains less than those from non and the % of disadvantaged pupils engaged in extra curricular is lower than non disadvantaged	Develop opportunities for trips and visitors to enhance the cultural capital of pupils – ensuring that finances are not a barrier for PP involvement	SLT / Subject leaders	Cost of funding for trips and events for PP pupils	% of disadvantaged pupils involved in leadership activities and cultural capital opportunities id at least proportionate to the number in school
	Ensure that the proportion of PP pupils involved Leadership opportunities is at least proportionate to the % of PP pupils in school	YL	Colleague time	
	Develop the role of the cultural capital co Ordinator in school	GLY	Cost of salary protection for this role	
Objective g	Action	who	funding	Success measure
Support PP pupils returning to school following a significant period of lockdown, as a result of COVID and with learning during covid lock down periods	Provide laptops and data support for all disadvantaged pupils	HT / SB	Cost of computers	Pupils attendance , attainment and wellbeing is strong as they return.
	Ensure that parents of disadvantaged pupils are clear about how to use TEAMS for accessing work	Year leaders	Colleague time	
	Ensure that all PP pupils who need to self isolate are contacted regularly by a key adult to ensure they are well	Tutors / YL	Colleague time	
	Ensure that all PP are supported and wellbeing checked on return to	All teachers	Colleague time	

	school – particularly checking that any gaps in knowledge from isolation are addressed			
	Provide catch up/ intervention sessions for core subjects with a bias towards disadvantaged pupils	Core leaders	Colleague time / resources	
	Develop a comprehensive PSHE wellbeing curriculum to support with mental health issues following COVID	Year leaders	Colleague time / resources	