

Pupil Premium Grant (PPG) Expenditure

(Revised Oct 2020)



The Pupil Premium Grant is allocated to schools for the purpose of raising the attainment of disadvantaged students of all abilities to reach their potential and supporting children and young people with parents in the regular armed forces.

At Clacton County High School we have worked hard to ensure that those students who are eligible for PPG funding make progress in line with their peers. The progress of our students in receipt of the PPG has been sustained and has achieved notable recognition over time:

The school was commended by David Laws MP, Minister of State for Schools, in 2014 for the progress made by PPG students and in 2015 was the East of England runner up in the Pupil Premium Awards, in 2016, the school was again commended by the Minister of State for Schools, Nick Gibb MP, on the progress our students made defined using the new Progress 8 Measure.

The Pupil Premium Grant is available to for students that can be classified as:

Ever 6 FSM

The pupil premium for 2020 to 2021 will include students recorded in the January 2020 school census who are known to have been eligible for free school meals (FSM) since May 2014, as well as those first known to be eligible at January 2020.

Children adopted from care or who have left care

The pupil premium for 2020 to 2021 will include students recorded in the January 2020 school census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

Ever 6 service child

For the purposes of these grant conditions, ever 6 service child means a pupil recorded in the January 2020 school census who was eligible for the service child premium since the January 2014 census as well as those recorded as a service child for the first time on the January 2018 school census.

Allocations to schools

£935 per pupil for each Ever 6 FSM FTE in year groups 7 to 11, except where the pupil is allocated the LAC or post-LAC Premium

£1,900 per pupil for each post-LAC in year groups reception to year 11

£300 for each pupil aged 4 and over in year groups reception to year 11 who is either Ever 6 service child FTE or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)

1. Summary information					
School	Clacton County High School				
Academic Year	20-21	Total PP budget	£401,115	Date of most recent PP Review	Oct 2020
Total number of pupils	1430	Number of pupils eligible for PP	429	Date for next internal review of this strategy	Oct 2021

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	0.05 (2020)	N/A
Attainment 8 score average	42.09 (2020)	N/A

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers (issues to be addressed in school, such as poor literacy skills)

A.	A proportion of disadvantaged students have low reading ages
B.	Improve the levels of stretch and challenge to aid progress for more able learners
C.	Improve the progress of low level learners and those requiring alternative provision

Additional barriers (including issues which also require action outside school, such as low attendance rates)

D.	Attendance off ppg students can be below the national average
E.	Low aspirations of some ppg learners hinders aspirations
F.	Attendance to enrichment of PPG students is lower than that of non-disadvantaged students
G.	Independent Learning Skills need to be developed in all learners

4. Intended outcomes (specific outcomes and how they will be measured)

		Success criteria
A.	Progress is at least in line with National averages	Progress 8 in line with national average or better
B.	Attainment is at least in line with national averages	Attainment 8 in line with national average or better
C.	Improve the average reading ages off PPG students	Positive improvement from baseline testing
D.	Improve the provisions for more able students	Provisions run and have measurable success criteria
E.	Improve attendance figure for disadvantaged students	Attendance off ppg in line with national averages or better
F.	Improve the quality personal development provision to provide students with increased cultural capital	Monitoring of destinations provides an increased uptake of FE and HE among PPG students.

5. Planned expenditure					
Academic year		2020-21			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Alternate provision made available to the most vulnerable students providing them with life skills.	Continue to provide support to close the gap between disadvantaged students and other groups.	Low achievement and access to skills training for vulnerable students	Positive progress 8 results	STA	Termly
Administration provided to monitor and track ppg students through go4schools	Monitoring the progress of students identified	Improve the monitoring of PPG students by all staff to inform planning	Positive progress 8 results	AMR	Termly
Ensure that FSM and CIC students are identified as high priorities for support via the LABS panels.	Monitoring the progress of students identified	Improve the monitoring of PPG students by all staff to inform planning	Positive progress 8 results	STA/PGR	Termly
Targeted Support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Whole School Reading Programme launched to improve reading skills and uptake of reading for pleasure.	Improve students ability to access written materials in public examinations and to improve students enjoyment of reading	Students struggling to access harder or longer written questions in public examinations	Positive impact on students reading ages and exam outcomes	LRE	Termly
Member of staff with responsibility for monitoring Whole school reading and literacy				LRE	Termly

Close monitoring of GCSE students with focussed intervention sessions for students identified as underachieving in a specific subject.	Improve performance in subject with the lowest P8 that can have impact	Improvement in performance from historical interventions	Positive progress 8 results	NMA/SDF	Termly
Timetabled Small group interventions put in place for students who are showing significant under achievements ran by staff and supported by DOLs. Support provided in class with the potential to remove students for small group interventions .planned with the teacher	Continue to provide interventions and support to close the gap between disadvantaged students and other groups.	Improvement in performance from historical interventions	Positive progress 8 results	DOLs	Termly
Holiday interventions and coursework support sessions		Allow for small group learning outside of school in preparation for exams		DOLs	Termly

Other Measures

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	
HR support to senior team member responsible for attendance and monitoring	To directly improve attendance through close monitoring and interventions of PPG students in particular those who are PA	Improved attendance through targeted support in previous years	Attendance results in line or above national average	PGR	Termly
Mentoring of PA students to focus them on school attendance		Improved attendance through targeted support in previous years		PGR	Termly
Additional attendance officer input for PA PPG students (Attendance Solutions)		Improved attendance through targeted support in previous years		PGR	Termly
Provide breakfast club to ensure a healthy start to the day to help concentration and improve attendance.	To directly improve attendance through close monitoring and	Improved focus in lessons from historical activities	Attendance results in line or above national average	PGR	Termly

	interventions of PPG students in particular those who are PA				
Provide support for basic equipment, uniform and trips to ensure this is not a barrier to learning and further improve attendance	Ensure that all PPG learners are enabled to participate in lessons and other learning activities.	Students unprepared for learning on arrival at school	Students have correct equipment for lessons	DOLs	Termly
CCHS loan laptops/equipment including software and set up.	Provide IT equipment and support to ensure that a lack of IT facilities is not a barrier to learning.	Lack of access to IT provision outside of school	Students have adequate access to IT provision	BTH	Termly
Provide revision guides, websites, and other online support.	Provide revision materials for PPG students to ensure they have the best resources available at home. Offer a range of websites to enable support at home.	Improves students chances in GCSE examinations when given access to correct materials	Positive progress 8 results	DOLs	Termly
Funding to support careers programme in school	To provide students with unbiased careers guidance to support them in future choices	Improve students attainment by giving them focus on future goals	Higher aspirations seen through destinations data	ACO	Termly
Funding to provide more online opportunities to support remote learning and employer contacts sue to covid				ACO	Termly
Provide support to the new broader curriculum to allow students in year 9 a wide breadth of enrichment activities	Support for materials and resources for the broader curriculum lessons as well as course qualification.	Students requested more contact with the enrichment and proud curriculum in recent student voice	Improved cultural capital for students through improved life skills	ACO	Termly
Counselling sessions for identified students (either staff referral or self-referral)	Provide emotional support through mentoring and counselling to identify any potential barriers to learning and work to minimise them	Success of this outside agency in previous years	Students gain access to provisions	STA	Termly
Mentoring time with Year Leaders		Invaluable support in previous years for PPG students	Students gain access to provisions	STA	Termly

Teen Talk/ Educational Psychologist etc.		Success of this outside agency in previous years	Students gain access to provisions	STA	Termly
Additional CPD for pastoral teams, mentors and counsellors		Ongoing training and support to ensure continued success of mentoring sessions	Students gain access to provisions	STA	Termly
Rewards for PPG students through in house achievement points system (PROUD points).	Monitoring the progress of students identified	Positive responses historically to rewards programs and PPG student participation.	Positive uptake of rewards program and impact positively on behaviour measures	CTA	Termly
Total budgeted cost					£401115

6. Review Expenditure

Academic year

2019-20

Total PPG Budget 2019-20 - £459065

Quality of teaching for all

Action	Intended outcome	Estimated Impact	Lessons Learned	Staff lead	Costs
Alternate provision made available to the most vulnerable students providing them with life skills.	Continue to provide support to close the gap between disadvantaged students and other groups.	Land studies has been run as part of alternate provision. Plus ASDAN courses and rally sport as part of inclusion provisions. This has included support through lockdown with online courses and provisions.	Land studies, rally sport and ASDAN have run for a couple of years and have been successful provisions. these will continue into future years	STA	

Administration provided to monitor and track ppg students through go4schools	Monitoring the progress of students identified	Administration staff have supported the deployment of G4S. Access to parents has been better this year.	Moving forward we are looking into developing more areas of G4S to support with parental engagement.	AMR	
Ensure that FSM and CIC students are identified as high priorities for support via the LABS panels.	Monitoring the progress of students identified	Identified in weekly LABS meeting including through out lock down periods	This will continue	STA/PGR	
Total Costs					£112,000
ii. Targeted Support					
Action	Intended outcome		How will you ensure it is implemented well?	Staff lead	Cost
Support in providing accelerated reader programme-starting year 7.	Improve students ability to access written materials in public examinations and to improve students enjoyment of reading	Accelerated reader program was adapted for covid 19 as most had to be done at home and internal programmes were delayed. Regular reading materials and support were provided at home for students as well as support from the English Team	This will be reviewed and looked into for the net round of funding to better support readers	LRE	
Member of staff with responsibility for monitoring accelerated reader				LRE	
Whole school literacy programme to support the developing of reading across the curriculum				LRE	
Close monitoring of GCSE students with focussed intervention sessions for students identified as underachieving in both Maths and English	Improvement in performance from historical interventions	Results had positive P8 figures from teacher assessments due to covid 19	This will continue with focussed interventions and support this coming year. holiday interventions will continue as needed.	NMA/SDF	

Timetabled Small group interventions put in place for students who are showing significant under achievements ran by staff and supported by DOLs. Support provided in class with the potential to remove students for small group interventions .planned with the teacher	Continue to provide interventions and support to close the gap between disadvantaged students and other groups.	interventions continued after school and during lesson times. further support was provided to individuals as required through lock down with work been provided to support support students with poor internet access		DOLs	
Holiday interventions and coursework support sessions				DOLs	
Total budgeted cost					£151,565
iii. Wider Costs					
Action	Intended outcome	Estimated Impact	Lessons Learned	Staff lead	Cost
HR support to senior team member responsible for attendance and monitoring	To directly improve attendance through close monitoring and interventions of PPG students in particular those who are PA	PPG attendance for autumn 1 was 93.4% 3% less than non PPG and for Autumn 2 was 93.5% which was 2.5% lower than non ppg. Both Figures are significantly less than national figures . Data for spring 1 and beyond are affected by covid 19 as all student bar key worker students were engaged with home learning.	These activities have been proven effective over the past couple of years and will continue.	PGR	
Mentoring of PA students to focus them on school attendance				PGR	
Additional attendance officer input for PA PPG students (Attendance Solutions)				PGR	
Provide breakfast club to ensure a healthy start to the day to help concentration and improve attendance.				PGR	

	students in particular those who are PA				
Provide support for basic equipment, uniform and trips to ensure this is not a barrier to learning and further improve attendance	Ensure that all PPG learners are enabled to participate in lessons and other learning activities.	support for equipment and uniform was in place	This will continue	DOLs	
CCHS loan laptops/equipment including software and set up.	Provide IT equipment and support to ensure that a lack of IT facilities is not a barrier to learning.	IT support was provided including support from DFE throughout lockdown	this will continue and perhaps increase with the needs of covid 19	BTH	
Provide revision guides, websites and cds	Provide revision materials for PPG students to ensure they have the best resources available at home	Revision materials were provided to support students with home learning during covid 19 lockdown	this will continue and modified as needed dependent on government guidance with covid	DOLs	
Funding to support careers programme in school	To provide students with unbiased careers guidance to support them in future choices .	Careers programme ran as normal with the majority happening before lockdown. online support was provided including phone calls and virtual meetings.	This will continue and be developed throughout the move to a new sixth form site.	ACO	
Funding to provide more opportunities to visit workplaces				ACO	
To provide improved access to the wider curriculum including enrichments and after school stem activities	Unhindered access to enrichments, including support for transportation	Activities were provided including virtual opportunities throughout lock down	This will continue.	ACO	
Counselling sessions for identified students (either staff referral or self-referral)		Counselling sessions occurred regularly and continued over the phone or online during the lockdown period	This will continue	STA	

Mentoring with academic key workers	Provide emotional support through mentoring and counselling to identify any potential barriers to learning and work to minimise them	Mentoring went ahead when school was in sessions. Online sessions were arranged for students during lock down	This will continue	STA	
Teen Talk/ Educational Psychologist etc.		These happened on regular basis	This will continue	STA	
Additional CPD for pastoral teams and counsellor		CPD rounds happened throughout the year	This will continue	STA	
CPOMS licence		Purchased	no longer using CPOMS for the current year	STA	
Rewards for PPG students through in house achievement points system	Monitoring the progress of students identified	Rewards system was in place and revamped. This was successful throughout the year with more students identified as PPG receiving rewards on a regular basis	This will continue	TAY	
Total budgeted cost					£195,500