

## Evaluation of Pupil Premium Plan

2020/21

In 2021, once again, there was no published accountability data for schools based on GCSE outcomes. The evaluation below reviews the areas of expenditure in this context.

Focus	Intended Impact	Impact and Evidence
Intervention that fills gaps in understanding – All subjects	<p>Higher Level Teaching Assistants and Teaching Assistants support pupils in class to give time to allow teachers to plan and lead interventions to address gaps in learning</p> <p>Coaching and mentoring sessions for underperforming pupils to develop self-esteem and guidance on work</p> <p>Termly SENDCO and Pupil Premium Leader support and planning meetings to plan, monitor and review provision making necessary amendments.</p> <p>KS4 guild groups now in year 10 and 11, specialist teachers providing additional 2.5hrs support per week in targeted subjects to raise standards.</p>	<p>HLTA and TA support continued to be focused on those in receipt of the pupil premium. Particular emphasis on pupils in care.</p> <p>Dedicated mentoring throughout the year resulting in high levels of attendance and self-confidence.</p> <p>Subject intervention in Guild time tailored to pupils on PP and with identified gaps in provision from half termly data drops.</p>
Intervention that fills gaps in understanding - Mathematics	<p>Specialist teacher to deliver intervention in Key Stage 3 and targeted areas of GCSE curriculum</p> <p>Higher Level Teaching Assistant working to support teaching, differentiation and resourcing</p>	<p>JT intervention used for pupils identified with weak Mathematics and organised as small group work. Pupils graduate from time-specific baselined and end point assessed interventions.</p> <p>Specialist HLTA Support in Mathematics.</p> <p>Pupil exit survey reveals growing mathematical confidence in cohort.</p>
Intervention that fills gaps in understanding - Literacy	<p>Specialist intervention teacher to deliver and coordinate intervention across all years Accelerated Reader reading scheme</p>	<p>JEN oversaw programme of Literacy and English interventions with support of TAs specifically trained. Adoption of Toe-by-Toe interventions.</p>

	<p>to promote and improve reading across year 7 to 10</p> <p>Professional Development (in house) training for all staff in supporting and improving literacy-teaching skills to improve literacy for all</p> <p>Additional intervention specialists to deliver extra KS3/KS4 literacy programmes</p>	Tier 2 Vocabulary whole school focus devised.
Motivation – wellbeing, low self-esteem and low aspirations	<p>Tutor lead PP enrichment tracking system to facilitate engagement with the wider school community</p> <p>Music lessons contributions to help PP pupils access musical tuition which supports learning and self esteem</p> <p>Lamda drama events supported by teaching staff to develop confidence in young people</p> <p>Careers education and guidance (in house) to develop aspiration</p> <p>Educational welfare officer support in meetings to develop good attendance</p> <p>Peer mentoring programmes between pupils to foster confidence and community</p> <p>Recognition and reward systems including house points, scholar awards and trips to acknowledge individual effort</p> <p>Careers South West appointments for post 16 transition and aspiration</p>	<p>Music PP and LAMDA PP Scholarships awarded to 8 pupils.</p> <p>Additional and free music tuition provided for 2 pupils.</p> <p>Careers Programme developed to provide more exposure to aspirational careers for PP children.</p> <p>Year 10 Mentoring Scheme.</p> <p>Careers South West Focus on PP pupils.</p>
Special Educational Needs	<p>Phonics, STAR Reading, Nessy, SPARX and STAR Maths intervention programmes in KS3/4 to support reading, writing and Maths.</p> <p>Bedrock vocabulary intervention</p>	<p>Continued focus on those pupils in receipt of PP and also identified with having SEND.</p> <p>Focus on holding all pupil to account by ensuring that they keep up, rather than catchup.</p>

	<p>Read &amp; Write Gold to support pupils with accessibility issues and in exams</p> <p>Additional teaching assistants to support learning across the curriculum</p> <p>Reading, maths and writing resources for dyslexic pupils to develop literacy</p> <p>Individual teaching plans for PP with SEND pupils to map and plan learning</p> <p>Additional SENDCO and PP Leader support for teachers to understand individual need</p> <p>Educational psychologist assessment to evidence and support interventions</p> <p>Dyslexia awareness and resources to help pupils with literacy difficulties</p>	<p>PP and SEND briefings during staff INSET and morning meetings.</p>
Parental engagement	<p>EHCP and SEND meetings to monitor progress and plan provision</p> <p>Parents forum and SEND parents forum to engage parents in the school community</p> <p>Day to day parents meetings and liaison to support pupils with pastoral and academic need</p> <p>Extended Parents Evening sessions to provide detailed communication to parents</p>	<p>All reviews carried out. Termly TAF meetings completed.</p>
Attendance	<p>Educational welfare officer engagement at meetings</p> <p>Educational welfare administration time to organise meetings to and develop and maintain good attendance.</p> <p>Attendance administration to keep parents up to date with pupils attendance and warn of attendance issues</p>	<p>Attendance at Chulmleigh College remains above national average – at 92% during a period of covid19.</p>