

## 1. Review of expenditure 2019-20

Previous Academic Year		2018-19	
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned
Improved literacy for all students, with particular focus on improving literacy for disadvantaged students	School wide focus on improving literacy across the curriculum, to include the use of literacy CPDs throughout the year, use of ATLAS literacy consultant and forming a Literacy Advocate Group.	<p>Literacy Inset and QA processes showing improvement in literacy</p> <p>Greater emphasis on introducing vocabulary supports students, resulting in improved outcomes</p> <p>Evidence demonstrates that longer writing improved with teachers using a range of support strategies</p> <p>Further work was disrupted due to coronavirus</p>	<p>Student's progress improves with high focus on literacy and this remains an important and continuing focus.</p> <p>To help build students vocabulary a reading out loud intervention has been introduced for all year groups</p>
Improved numeracy for all students, with particular focus on improving numeracy for disadvantaged students	School wide focus on improving numeracy across the school, to include Numeracy Ninjas tutor time activities for KS3 and use of PiXL resources and MyMaths.	<p>Development of numeracy as a Year 7-9 tutor time activity continued and some evidence of good engagement with program.</p> <p>Students engaged well with MyMaths and MathsWatch during lockdown and were able to improve their numeracy accordingly</p>	<p>Continue the use of Maths software to improve numeracy of key students.</p> <p>Targeted support for key subjects to improve numeracy across the curriculum.</p>
Improved behaviour for learning for all students, with particular focus on improving behaviour for learning for disadvantaged students	School wide action plan around improving behaviour for learning across the school.	Action plan was developed and started to be implemented with key evidence of improvement through behaviour statistics. However this progress has been disrupted due to coronavirus.	Clear focus on behaviour and Action Plan is vital for improving behaviour and engagement with learning. Covid adjustments to the Behaviour policy has led to significant changes to the behaviour plans which will be reviewed regularly.

Improved outcomes for all students through improving the quality of feedback	School wide action plan on improving the quality of written feedback to support improved outcomes for disadvantaged learners.	Action plan put in place to improve and monitor the quality of feedback. A particular focus was looking at disadvantaged students work. Book looks showed improvement in feedback up until lockdown but then work was disrupted due to coronavirus.  Focus became on improving feedback through remote learning when lockdown started.	Use of targeted book looks was effective and will continue this year
Raise aspirations through effective career provision	Career education to include use of Lewisham Work Experience programme, careers software e.g. Fast Tomato, career interviews for all students and financial education incorporated into PSHCE plan.	Extra support provided for disadvantaged students with selecting work experience and all students attended their placement.  Focus on developing self-awareness with Years 7 and 8 who have completed online quizzes about careers. More specific careers aptitude and options software (Fast Tomato) used with Year 9's and 11's to help with options and careers choices.  Year 10 careers week was delivered remotely in the summer term.	Further focus on PP this year, particularly ensuring all Year 11's have careers interview.  Financial education to be incorporated into SOW for maths  Revisit Fast Tomato at the start of the Year 11 year to help pupils focus on their destinations
Improve independent learning and homework skills	School wide action plan around improving engagement with and completion of homework to aid independent learning and positive working habits.	Increased focus on the use of homework and Show My Homework has supported students in their achievement  Use of SMHW as a remote learning platform has increased students familiarity and engagement with it  Need to deliver lessons remotely has resulted in an increased focus on independent learning skills and metacognition  Improved use of SMHW and other platforms to support learning	Continuation of remote learning focus  Need for continual attention on homework to ensure that it is completed properly
Improve revision and study skills for Year 10 students and older	Study skills provision for all KS4 students provided through Life Skills Company and then followed up with tutor time activities and within subject lessons.	Study skills sessions happened for Year 10 with top up for Year 11's and continue to be reviewed well and have a strong impact on teaching practice and revision	Developing the offer to deliver it remotely for new Year 10's and a top up for Year 11's  Further work to embed strategies in teaching practice
Remove barriers to learning by providing suitable and well resourced places for	Library club every day for quiet place to read and work	Library club was well attended with many disadvantaged students accessing the resources	Ensure that these provisions are well staffed and the most suitable students are targeted to attend

students to study outside of lessons	Year 11 study room available every lunchtime and after school to improve independent working skills and to provide a positive working space.	Year 11 study room also having excellent attendance though more popular at certain times of the week and did depend on effective staffing	
<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
Increased progress for less able students	Small Explorer groups for Yr7-9 to support students with an innovative project style delivery and focus on literacy development. Residential revision weekends for targeted boys in the run up to key exams.	Curriculum caters for all students with Explorer at KS3 successfully supporting students with special needs  Progress of Explorer students continues to be strong considering the level of need and starting points of the students	Slight reduction of the Explorer offer in Years 8 and 9 due to small year groups
Increased engagement for key underperforming students	Targeted waves of intervention pastoral support programme in place, focussing in particular on students flagged as low effort low progress	Intervention was able to take place for all students in Autumn term and some in Spring term before disruption from coronavirus.  Behaviour and engagement data showed an improvement in focus and engagement for the majority of targeted students.	Waves of intervention worked much more effectively when clear protocols were in place for what was expected of each member of staff.  Has not been able to be put into place in 2020-21 so far due to a lack of progress data but will be used from January
Support for key underperforming students/groups in each of the Core subject	Underachieving group lead teachers in English, maths and science to focus on raising attainment in core subjects.	Clear evidence of impact through Year 11 interventions throughout year and some impact in running extra sessions for disadvantaged groups during lockdown for Year 10's in particular. Lockdown extra sessions were difficult to get students engaged with.  UAG Leads did target underperforming students after data drops but little evidence of impact.	Intervention for Year 11's is also effective and so UAG Leads will continue to focus on Year 11 bubble.  Currently no Maths UAG Lead Teacher

<p>Develop broader interests and confidence amongst key group of disadvantaged students</p>	<p>Alchemy at Goldsmiths music programme on Saturday's for targeted students, including in school mentoring to improve engagement both in and outside of school.</p>	<p>6 students in Year 10 took part in this initiative and engaged well with producing the music and the program. There was some evidence of broader engagement with school from these students as well but the program was disrupted and ended early by Covid.</p>	<p>Small scale targeted interventions have good impact for key students</p> <p>Not running this year but will review and look for similar programs</p>
<p>Ensure that the most able are stretched, challenged and working well</p>	<p>Stretch and challenge for all pupils to ensure all pupils meet their aspirational targets. Action plan focusing specifically on boys with higher learning potential, including an intervention tutor group.</p>	<p>Raised the profile of HLP boys across the school by generating HLP register which is on SIMS and can be seen by all staff</p> <p>All SOW to include stretch and challenge activities to ensure that the boys are challenged in all lessons</p> <p>AKA shares news letter with staff on activities/strategies staff could use to support HLP boys</p> <p>AKA meets with Yr 10s/11 once a week as a tutor group HLP pupil voice with DHT to gauge the impact of</p> <p>Future first ran workshops for HLP boys in Years 8-10. Due to COVID the Years 8 and 10 had a session each before lock down. LWR/HBY visit to Oxford campus for HLP boys</p> <p>Disrupted due to coronavirus</p>	<p>Learning walks targeted at HLP HLP boys identified on all seating plans</p> <p>Review SOW on a more consistent basis to ensure the latest updates are incorporated into the SOL Have various subject areas running activities for HLP boys</p> <p>Build a rota so that AKA can meet with all boys in their groups once a term</p> <p>Get individual subject areas running workshops in their subject</p> <p>More virtual visits to post 16/18 institutions</p>
<p>Key underperforming students in Year 11 are targeted for extra support</p>	<p>Year 11 mentoring for students not making sufficient progress by HoY, SLT and within subject areas</p>	<p>30 targeted Year 11 disadvantaged students were selected for mentoring by SLT and Faculty Leaders to support them with preparations for Spring term PPE's. Strong evidence of impact in terms of improved focus and organisation around exams and revision and some evidence of improvement in grades and progress.</p> <p>Continuing mentoring was disrupted by Covid</p>	<p>Clear evidence of impact of mentoring so will be reinstated for second set of Centre Assessments when data from first set is analysed and key underperforming students are identified.</p>
<p>Disadvantaged students still able to access school trips and visits</p>	<p>Trip subsidies available for all disadvantaged students.</p>	<p>5 students accessed trip subsidies in 2019-20 academic year, including Year 7 residential, Year 11 Revision trip and Geography Iceland trip. Further students were going to use subsidies but all trips were cancelled from March.</p> <p>Trip forms were updated to specify how many disadvantaged students were attending to allow better analysis</p>	<p>Need to ensure that we are collecting better data about number of disadvantaged students attending school visits.</p> <p>Also need to review communication about subsidies to ensure that more students take advantage of them and are able to access school visits.</p>

Raise aspirations of key group of Year 10 students	Envision Community Apprentice programme for targeted Yr10 students to improve confidence, resilience, team work and aspirations.	2 separate groups (26 students in total) engaged with this program, though the second group disrupted due to coronavirus and so did not complete.  Good engagement with project and stronger aspirations from students	Not running properly this year due to both staffing issues and difficulty of running with Covid restrictions. Will look for similar interventions moving forward
Ensure that CLA students are well supported and have extra guidance	HLTA CLA 1:1 weekly intervention sessions to provide support and guidance.	6 CLA students supported 1:1 once a week. HLTA supporting them monitors and tracks their behaviour, provides homework / revision support, supports with college / uni applications and generally mentors them. They also attend PEPs with the boys and gives vital feedback and information on both positive and negative issues.  When Covid hit and schools were shut down, HLTA contacted every student and carer weekly by phone and tracked their work submission rates on SMHW to ensure work was being submitted regularly.  One student was supported to gain a place at Greenwich University. HLTA connected his SW and the Virtual School to ensure he was supported with living expenses.	These interventions are having a very positive impact on our CLA boys and we will continue this going forwards.
Provide extra Maths and English tuition for disadvantaged students in Year 11	Year 12 Academic Mentoring sessions for Year 11's	Positive start with good attendance and feedback from the Year 12's and the Year 11's  The programme was halted due to Covid before impact could be really seen. 5 out of 10 sessions were completed.	Scheme was effective but difficult to run again this year due to the bubbles  We have Year 13 students who have been trained up to deliver tutoring who we will engage later on this year if Covid allows.

### iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Develop good oracy skills to help build literacy amongst a core group of students	Debate Mate to improve speaking and listening attainment and improve a range of higher order thinking skills and non-	Good attendance from a variety of students and clear evidence of improved oracy for the students attending.  Disrupted due to coronavirus	Not running – bubbles made impossible  Similar programs moving forward

	cognitive abilities such as teamwork, leadership and confidence.						
Develop creative curriculum and opportunities for students	Free music lessons and clubs available for all students who want to participate.	Strong evidence of engagement and enjoyment from music tuition and lessons with large take up from wide range of students.  Was disrupted by Covid but was able to be moved online during lockdown.	Continue to offer online music tuition.				
Develop student leadership in the school	Provision of a range of student leadership opportunities to include Young Mayor of Lewisham, Student Council and House Captain and Prefect roles.	Young Mayor initiative, House Captains and Prefects and Student Council all ran to develop student leadership. All had good take up from students and clearly had an impact on students who engaged with it.	Young Mayor and Student Council are not running due to covid restrictions. House Prefects and House Captains initiatives are running but more challenging due to Covid restrictions.				
Ensure students are well fed and can focus in lessons	Free porridge provided at breakfast every day to ensure improved focus and attention of students in school.	A wide variety of boys have the free porridge every day and many appreciate having a healthy, free breakfast. Had to stop due to lockdown, though the school still managed to provide free meals to students throughout.	Not able to be continued due to covid regulations.				
Broaden cultural capital and creative skills for all students	Wide range of extracurricular activities available at lunchtime and after school	Wide range of extra curricular opportunities available and good take up including Monday after school offer and others. Media officer was able to make options a lot clearer and improve attendance and take up.	Not running due to covid restrictions				
Ensure attendance of key students improves	Permanent attendance officer to monitor and improve attendance rates.	Overall attendance shows an improving picture with current attendance in line with national average, based on available national data  Three year trend for PA shows strong improvement, with persistent absence now below last available national data (13.6% compared to 13.7% nationally)  Gaps between PP and non-PP students are still high  <table border="1" data-bbox="674 1426 1310 1473"> <tr> <td><b>WHOLE SCHOOL</b></td> <td><b>Pupils</b></td> <td><b>Attd %</b></td> <td><b>PA %</b></td> </tr> </table>	<b>WHOLE SCHOOL</b>	<b>Pupils</b>	<b>Attd %</b>	<b>PA %</b>	Although overall figures show an improvement in all attendance measures there is still a large attendance gap between PP and Non PP students showing that greater focus needs to be placed on these students.
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Support any mental health issues	School counsellor to support with mental health.	School counsellor support has positive impact with engagement and involvement in school	Review demographics of students reached by the school counsellor								