



## Pupil premium self-evaluation statement

1. Summary information					
<b>School</b>	St Joseph's RC High School				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£172,845 (FSM Ever 6) £930 Service Child £2,345 Post LAC  £176,120 Total	<b>Date of most recent PP Review</b>	March 2019
<b>Total number of pupils</b>	953	<b>Number of pupils eligible for PP</b>	131  13.7%	<b>Date for next PP Review</b>	

<b>2. Current attainment</b>		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving 9-4 Basics measure (2019/20)</b>	41.7% (2019- 35.5%)	No National Data for 2020 due to COVID 19
<b>% achieving 9-5 Basics measure (2019/20)</b>	33.3% (2019- 6.5%)	
<b>% achieving 9-7 Basics measure (2019/20)</b>	0% (2019- 0%)	
<b>Progress 8 score average (2019/20)</b>	-0.43 (2019 -1.44)	
<b>Attainment 8 score average (2019/20)</b>	3.88 (2019- 2.80)	

<b>3. Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
<b>A.</b>	Staff consistency and expectations to focus on building resilience & independence. Poor attendance from some PP learners and giving up when the 'going gets tough'. The need to develop tenacity and a culture of hard work for PP is part of the Pupil Premium Strategy for 2020-21.
<b>B.</b>	Literacy and numeracy skills. Curriculum model has a stretch group containing a number of Pupil Premium pupils and setting for English and Maths based on relevant KS2 score. The aim is to achieve an aspirational curriculum to which all can aspire to achieve their best. Expectations and outcomes of pupils, groups and sets/classes to be reviewed at each data drop and after year 7 benchmarking to monitor the level of challenge accessed by pupils.
<b>C.</b>	For a number of learners, low levels of emotional resilience means that behaviour in and out of class is, at times is poor and also conflict resolution is primitive meaning that exclusion rates are higher for PP learners

<b>D.</b>	Parental engagement, with some parents and PP students not valuing education.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Generational lack of value for education and trust in ‘the school establishment’ means little support from home for good attendance, completion of HW, modelling of effective conflict resolution and support for Restorative Justice, modelling of a work ethic and developing oracy in the family setting.
<b>F.</b>	Addiction to mobile technology and inappropriate online behaviour – e.g. mobile phone in bedroom at night. This results in irregular sleep patterns, hence poor punctuality and emotional resilience.
<b>G.</b>	For a small number of learners addiction to drugs causes irrational behaviour that is not conducive to good behaviour for learning.
<b>H.</b>	Transient nature of a proportion of affected pupils, with some having transitioned, in year, from a number of previous institutions and with increasingly complex needs.

<b>4. Outcomes.</b>		
	<i>Desired outcomes and how will be measured</i>	<i>Success criteria/Impact</i>
<b>A.</b>	<p>PP learners' improved attendance. More engagement particularly in the ability to overcome challenges</p> <p>PP gap will narrow and the Progress 8 for PP will be equal to that of NPP nationally.</p>	<p>Improved homework hand in rate shown on Epraise, Improved attendance, Improved number of PP learners reaching their target grades in all subjects. Bucket list engagement from PP learners, Progress 8 for PP to equal that of NPP nationally.</p>
<b>B.</b>	<p>Improved resilience in written work. This involves creating a culture from transition through to Y11 where learners are expected to achieve the highest grades. Learners are able to access the skills needed for GCSE success without being disadvantaged through literacy and numeracy barriers. Fewer examples of incomplete work where the student gave up or was insufficiently challenged.</p>	<p>PP progress measures for English and Maths element of P8 trending to match that of NPP nationally.</p>
<b>C.</b>	<p>Parents value education and support school by insisting on good attendance and high standards in school. All students have a place in the home or school for private study. Parents demonstrate a work ethic to students and are supportive of measures implemented by the school to support learning.</p>	<p>PP learners attend interventions willingly and improve progress in all subjects. PP parents attend meetings in school and actively seek to support their child getting the most out of the year.</p>
<b>D.</b>	<p>Quality first teaching for ALL learners including PP students.</p>	<p>Lesson observations, book looks, assessment data will all show high expectations from PP students and progress in line with their targets and ability. Narrow the achievement gap between PP and NPP students.</p>

1.	2. Planned expenditure					
Academic year	2020/21					
The three headings below demonstrate how we will use the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i.	Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Resources & Cost	When will you review implementation?
1a To ensure in English 'differences' are below national and closing rapidly	Additional staffing within English Department (EF Toolkit + 3 months) Year 11 Form time, P6	PPG make appropriate progress in line with national	Timetable (specialist teachers in all year groups). PTT/SEQA minutes, RAP focus on Curriculum content and challenge. SLT minutes.	CW 1hr per week Oversight JMo 6 hrs per year	£2650 £510	After each data drop (see calendar). In SEQA calendar. Standards Committee meetings.
<p>2020 English gap between PP and NPP was 4+=9.6%% and 5+=32.1%</p> <p>2021 DD1 forecast gap between PP and NPP is 4+=6.2% and 5+= 15.6%</p>						
1b To ensure in Maths 'differences' are below national and closing rapidly	Additional staffing within Maths department (EEF Toolkit + 3 months) Year 11 Form time, P6	PPG make appropriate progress in line with national	Timetable (specialist teachers in all year groups). PTT/ SEQA minutes, RAP focus on Curriculum content and challenge. SLT minutes.	RF + HoD's 1 hr per week Oversight JMo 6 hrs per year	£5300 £510	After each data drop (see calendar). In SEQA calendar. Standards Committee meetings.
<p>2020 Maths gap between PP and NPP was 4+ =28.2% and 5+ = 20.5%</p> <p>2021 DD1 forecast gap between PP and NPP is 4+= 24% and 5+= 27.9%</p>						

1c PP students to be a key focus in all PTT meetings. Relevant data will be provided for each teacher and HOD	-Data Manager - 3 Data capture points inform Intervention meetings	Data available and used by HoYS and key staff to inform Intervention for PPG.  Governors and leadership to be equipped to provide critical challenge.	SEQA /RAP / SLT minutes – scrutiny of validity of forecasts.	Oversight HoDs, 20 hrs per year. HoYs 5 hrs per year. JMo 30hrs per year	£8195 (LD 20%) HOY & HOD £22,250 Deputy £2,400	After each data drop. SEQA minutes to review individual staff forecasts and monitoring the progress of pupil groups.
1d. To ensure wave 1 in class intervention is focused on PP students	PP students are clearly identified on seating plans and mark books	Wave 1 teaching is more effective than intervention. (EF Toolkit + 3 months)	To be a focus in lesson visits as part of the QA system	JMo x 30hrs per year	£2,400	Termly report to Governors Standards subcommittee.
1e. Underachieving PP students receive additional English and Maths lessons during PE for an intense four weeks.	Underachieving PP students close knowledge and skills gaps	The gaps between NPP and PP students close in English and Maths	Internal data and assessment data show improvements in PP progress and achievement. Evidence of impact from additional English and Maths lessons.	RF/CW/ 1 hr pw JMo/NYR 1 hr pw RA and VB. 60 hrs per week	£5,300 £6,895 £48,942	After each data drop. Reviewed at joint E&M meetings.
<b>Cost</b>					<b>£105,352.</b>	
<b>ii.</b>	<b>iii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Resources &amp; Cost</b>	<b>When will you review implementation?</b>

2a Identify individual needs of each PP student and implement strategies to support progress and learning accordingly.	Every PP student has one to one meeting after each data drop. Year 11 PP students are assigned an SLT mentor.	PP students often lack aspiration and organisational e mentoring and one to one meetings are to build self-esteem, raise aspirations, give the students self-belief and help them to organise their studies.	Planned/ timetabled meetings for each SLT/ PP student after each data drop.	SLT JMO 100 hrs per year	£6,309	SLT meetings after meetings have taken place. Evaluate impact of provision after each data drop.
2b. To provide support for vulnerable PPG Students in Yrs 7 -11 through short courses to help them access curriculum	Staff of Nurture Room short courses developed on anger management, bereavement, social situations, risk, self respect	Pupils develop strategies to deal with issues and access main stream education	SENCo to co-ordinate & liaise with Student Support officers and Heads of Year.	RH/HoY MSi/ SSOs Approx.. 50 hours per year	£5,300 £3,447 £4,500	After each data drop as per Assessment calendar.
2c. Develop strategies through internal support to provide PPG Students with coping mechanisms (EEF Toolkit + 4 monts)	To provide internal counselling/support with emotional/behaviour needs with student support offices and external agencies when needed.	-Strategies developed to cope with emotional and behaviour needs - Pupils back into main stream school after support	HoY to co-ordinate & liaise with Pupil Support and SENCO.	HoY/RH/MSi/ SSOs SENCo JE Approx 50 hrs per year	£5,300 £3,447 £4,500 £1,000	Year group intervention meetings
2d. Provide a safe nurturing environment for some of our most vulnerable Yr 7 – 11 PPG Students during unstructured time (EEF Toolkit + 4 months)	To continue to develop the use of the Pastoral Floor at lunchtime.	-Attended by our vulnerable PPG Pupils -Gained confidence level back to main school population at lunchtime	Student Support office to co-ordinate referrals and attendance with HoY.	MSi/RLH/HoY AV, AW. 39 hours per year	£5,300 £3,447 £2,000	Daily - SENCo.

<p>2e. PP learners have access to paid for activities for free e.g trips/visits. (Department bid pot) The initiative needs careful consideration and should be linked to outcomes which specifically measure impact</p>	<p>HOD's to complete PPG support requests form</p> <p>All requests considered by MSi</p> <p>Materials and resources to fully achieve target grades at KS4</p> <p>Provision Map updated</p> <p>Requests and targeted funds evaluated for impact following data captures.</p>	<p>KPIs maintained</p> <p>Necessary resources available</p> <p>Evaluation records completed and analysed</p>	<p>Scrutinise requests for funding with clear proposed impact.</p>	<p>HODs/MSi/ KW Cost of the trip and resources</p>	<p>£6,894 £3,650</p>	<p>Centralised bid request system implemented. To be reviewed with School Business Manager monthly.</p>
<p>2f. Use of 2 Student Support officers</p>	<p>Develop Student Support Team</p>	<p>Staff in place and assigned to year group to provide strategies and reactive support for PP learners when needed. Also, available to forge better Home/school communication</p>	<p>Appraisal/line management process.</p>	<p>TMC/KW// MSi SSO</p>	<p>£5,000</p>	<p>Mid and end of appraisal / line management cycle. Internal review meetings.</p>
<p>2i.All PP students will receive a one to one careers interview with DHK</p>	<p>D Hancock to meet with all PP students</p>	<p>Meetings take place and raise aspirations</p>	<p>Monitor impact of meetings through pupil voice</p>	<p>DHK x 65 hours per year MSi</p>	<p>£1,500 £2,650</p>	<p>After meetings have taken place. Year 11 complete by 6/112020</p>

2h. Targeted support /for literacy and numeracy PPG cohorts	Appropriate students receive numeracy and literacy intervention and catch up through TA4 intervention AV and AW. RLH + HoYs to coordinate.	100% of targeted pupils access provision and gaps close	Monitor impact after each data drop – JMo/AV	JMo,RLH,RF,CW  AV and AW salary 14% of their salaries	£5,300  £7,410	After each Data drop.
2i. Rationalise the curriculum in year 11 for some PP pupils.	Some PP pupils to take 8 GCSEs and extra support given for Maths and English by specialist teachers.	Less time pressure due to 1 less GCSE to be taken. More teacher time with specialist core subject teachers.	Reviewed entry list with Ma & En HoDs, HofY and SENCO. Monitor impact and cohort each half term.	JMo/HH CW/RF/ VB and RA 5 lessons per fortnight 97 hours per year for each of them.	£6894 £5300	Half termly.
2j. To improve attendance rates for PP students.	Ensure that attendance staff monitor closely at risk pupil premium pupils using home visit and supplying taxis if needed to improve attendance.	Pupils with higher attendance rates make better progress.	Provide external training for the attendance team.	HW 14% of her salary.	£5,417	Review impact following training.
<b>Cost</b>					<b>£94,565</b>	
<b>iv.</b>	<b>v. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Resources &amp; Cost</b>	<b>When will you review implementation?</b>

3a. Engage PPG parents in school based activities (EEF Toolkit + 3months)	Phone calls to all PP Parents about Careers/Parents Evening, Revision Sessions & transportation offered to and from venue  KS4 Pupil & parental Learning Evenings	100% attendance of PPG Students	Head of year to monitor attendance & follow up with absences at key events to ensure information disseminated.  Whole cohort events : information to be made available on school website.	MSi/ HOYs, Admin 14% of salary	£2,000	Evaluation of events post event.
3b Include PP in student voice lunch consultation exercises.	School to become more responsive to the needs of PP individual students	Summaries of student voice consultations	Include in SEQA programme.	KW x 16 meetings a year	£1,000	Report termly to Standards committee.
3c PP students to be a key focus in ALL SEQA activities.	PP students to be a key focus in all SEQA activities- lesson observations, book looks, PTT meetings, pupil voice, etc.	Evidence from SEQA activities and outcomes for PP students	Include in SEQA programme	JMo 27 hours py AMc 27 hrs py	£1,823 £1,463	Report Termly to Standards Committee
3d Involve PP students in the wider life of the school.	Improve extra curricula offer with Bucket List activities		Monitor uptake of Activities by PP students.	HH 10 hours per year	£540	Termly review of Bucket List.
3e Encourage PP students to engage in learning outside the classroom and incentivise school attendance.	Purchase of revision booklets	Allow PP students access to resources outside of school.	Include as part of department SEF.	HW 14% of salary  Cost of revision guides	£5,899  £500	SEFs fed back to S&W subcommittee.
3f Careers Advice for PP learners	Targeted Careers advice – internal to allow for PP referrals to be made with access to Industry links.	Raise aspirations for PP learners	Careers advisors log	DH 14% of salary	£5,899	Report to Govs.
<b>Cost</b>					<b>£19,124</b>	

<b>Total Cost</b>	<b>£224,041</b>	
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<b>3. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2018/19</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
1a To ensure in English 'differences' are below national and closing rapidly	Additional staffing within English Department (EF Toolkit + 3 months) Year 11 Form time, P6	<p>Although there were some examples of individual PP pupils attaining better than expected there is still a gap between PP students and their counterparts. However this gap has narrowed since 2019.</p> <p>The SPI in English for PP students in 2019 was -1.38 compared to -0.16 in 2020. This shows that on average PP students achieve just over one grade higher than they did in 2019.</p>	This implies that the additional staffing had had a positive impact on the progress and attainment of PP students. The implementation of intervention and the utilisation of the additional staffing in English should continue to be planned carefully in response to assessment data in order to diminish the PP gap in English.	£47,502 based on T6 FTE)
,1b To ensure in Maths 'differences' are below national and closing rapidly	Additional staffing within Maths department (EEF Toolkit + 3 months) Year 11 Form time, P6	<p>Although there were some examples of individual PP pupils attaining better than expected there is still a gap between PP students and their counterparts. However this gap has narrowed since 2019.</p> <p>The SPI in English for PP students in 2019 was -0.98 compared to -0.49 in 2020. This shows that on average PP students achieve just approximately half a grade higher than they did in 2019.</p>	This implies that the additional staffing had had a positive impact on the progress and attainment of PP students. The implementation of intervention and the utilisation of the additional staffing in Maths should continue to be planned carefully in response to assessment data in order to diminish the PP gap in English.	£47,502 based on T6 FTE)

1c PP students to be a key focus in all PTT meetings. Relevant data will be provided for each teacher and HoD	-Data Manager - 3 Data capture points inform Intervention meetings	All PTT meetings focused on PP students and any PP students who were underachieving had intervention planned to improve progress. The impact of this was that PP students in 2020 improved. The gap between PP students and their counter parts still exists but has narrowed since 2019. The P8 score for PP students in 2020 was -0.43 compared to -1.38 in 2019 which shows that PP students made on average almost one grade higher than in 2019.	PP learners have been a focus in all PTT meetings and all SEQA activities. This ensures that staff are continually reviewing PP students' progress and the impact of any intervention.	£8195.80 (LD 20%)
1d To ensure wave 1 in class intervention is focused on PP students	PP students are clearly identified on seating plans and in mark books	PP students were identified on seating plans and mark books, but the impact of these actions is not clear. Moving forwards all disadvantaged students will be the focus in all SEQA activities.	All disadvantaged students to be the focus of all SEQA activities in 2020-21	£0
1e Underachieving PP students receive additional English and Maths lessons during PE for an intense four weeks.	Appoint specialist TA4s in Maths and English to deliver bespoke lessons.	TA4s were appointed in English and Maths. Support was implemented. PP students achieved better in 2020 compared to 2019. However, because PP students receive numerous interventions, it is impossible to ascertain the impact of this one intervention.	Measure the direct impact of all support moving forwards using assessments at the start and end of additional lessons	£ is 30 hours per week and 39 weeks of the year.
<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)	<b>Cost</b>

<p>2a. Identify individual needs of each PP student and implement strategies to support progress and learning accordingly.</p>	<p>Every PP student has one to one meeting after each data drop. Year 11 PP students are assigned an SLT mentor.</p>	<p>All PP students had a one to one SLT mentor with varying impact. Some students responded well others less so.</p>	<p>Develop a more consistent approach to the mentoring with a competitive element.</p>	<p>£0</p>
<p>2b. To provide support for vulnerable PPG Students in Yrs 7 - 11 through short courses to help them access curriculum</p>	<p>Staff of Nurture Room short courses developed on anger management, bereavement, social situations, risk, self-respect</p>	<p>Although a number of the sessions did occur and some can show an improvement in behaviour the effects on progress are not clearly evident.</p>	<p>The choice of pupils receiving such support was a result of 'crisis' situations occurring. Consideration needs to be made on a pupil by pupil basis, and tailored support offered – ideally before a crisis occurs. This will be recorded on a more comprehensive provision map to make support more strategic rather than ad hoc in crisis moments.</p>	<p>£5,000</p>
<p>2c. Develop strategies through internal support to provide PPG Students with coping mechanisms (EEF Toolkit + 4 months)</p>	<p>To provide internal counselling/support with emotional/behaviour needs with student support offices and external agencies when needed.</p>	<p>An extensive programme of the sessions did occur and some can show pastoral, social and emotional improvements, however the effects on progress are not always clearly evident owing to the number of support strategies and interventions that were put in place.</p>	<p>Students need to be targeted earlier on in their school life to prevent issues escalating. Use pupil voice to measure impact on each student.</p>	<p>£15,000</p>

<p>2d. Provide a safe nurturing environment for some of our most vulnerable Yr 7 – 11 PPG Students during unstructured time (EEF Toolkit + 4 months)</p>	<p>To continue to develop the use of the pastoral floor at lunchtime.</p>	<p>This was attended by our most vulnerable students who developed friendships and gained confidence as a result. Some of these students have returned to the main stream school population at lunchtime.</p>	<p>This provision will continue in 2020-21.</p>	<p>£25,000</p>
<p>2e. PP learners have access to paid activities for free e.g. trips/visits. (Department bid pot) The initiative needs careful consideration and should be linked to outcomes which specifically measure impact.</p>	<p>HOD's to complete PPG support requests form</p> <p>All requests considered by the Pupil Premium Panel</p> <p>Materials and resources to fully achieve target grades at KS4</p> <p>Provision Map updated</p> <p>Requests and targeted funds evaluated for impact following data captures</p>	<p>There was effective uptake of this resource and allowed PP students access to costly resources, e.g. revision packs, on line packages or educational visits. This helped create aspiration in the minds of PP learners.</p>	<p>The system for bidding for funds needs refining, the form making simpler but more relevant allowing the impact of any intervention to be more easily measureable.</p>	<p>£15,000</p>

2f. To create 2 additional Student Support officers	Develop Student Support Team	This did occur but the member of staff assigned to monitoring and improving attendance left part way through the year. Attendance did not improve in half term 3 owing to the start of COVID 19 and the member of staff not being as effective as hoped in this role.	A new member of staff has been given this role. Clear expectations of this role have been made clear with a clear mandate.	£10,000
2g. To initiate a Raising Aspirations programme for PPG pupils with Local Universities	D Hancock – Universities. Bolton School visits etc Bright house Meeting. Civil Servants – H Freeman	PP NEET figures for 2020 are ???  However this programme did not take place fully due to lockdown so as a result will not have had any impact.	Develop alternative programmes to suit the current situation with COVID 19 to raise aspirations and guide PP students.	£5,000
2h. To explore alternative provision placements for PP students	D Hancock to liaise with local businesses. D Buchanan to source possible placements.	One PP students attended work placement. The placement was successful and prevent the student from being permanently excluded. However, the student still underachieved.	Implement Alternative provision earlier where necessary and ensure students fully understand the need for success in school for the placement to continue.	£6534.00

2i. To explore alternative provision placements for PPG pupils as appropriate	D Hancock to liaise with local businesses to source possible placements	A number of extended work placements were arranged targeted at PP pupils. Work based placements engaged students and led to post 16 placements. 3 placements for year 11 while the students were in year 10: 1 LAC pupil- WEX- Primary School 1 LAC pupil- WEX- Restaurant 1 PPG pupil- WEX- Gardening service 5 other WEX placements were organised for year 11 students later in year 11	Data needs to be collected and analysed to show the effectiveness of these work placement, particularly on progress in their other subjects following a reduction in timetable. Earlier intervention should be considered to engage students and reduce the need for exclusions.  Current links with employers need to be maintained and new employers found and certified.	£5,084
2j. Targeted support for literacy and numeracy PPG cohorts	To ensure appropriate cohorts receive numeracy and literacy intervention and catch up. KW to have oversight, RH + MOLs to coordinate.	The literacy and numeracy intervention took place during the first term, but the imp-act of this is unknown due to the fact that re-testing did not take place.	Ensure re-testing takes place more regularly.	£7,410
2K Rationalise the curriculum in Year 11 for some PP pupils.	Some pupils take 8 GCSEs and extra support given in Maths and English by specialist teachers.	A small number of PP students were offered this, the groups were set up in liaison with HoD of English and Maths and as a result were more productive. All students made improved progress as a result from the start of the additional lessons to the final results.	Continue to plan groups in liaison with HoD of English and maths.	£38546.18-15 extra English and Maths lessons per week)

2L To improve the attendance rates for PP students.	Ensure that attendance staff monitor closely at risk pupil premium students using home visits and supplying taxis if needed to improve attendance.	Attendance in half term three didn't improve in 2020 compared to 2019. HT3 in 2019 was 92.5% compared to 91.3% in 2020. This could have been impacted by the start of COVID 19, but also by the member of staff responsible for this leaving the school.	Continue to monitor at risk pupil premium students attendance to improve further.	HW %
<b>iii. Other approaches</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)	<b>Cost</b>
3a Engage PP parents in school based activities (EEF Toolkit +3 months)	Phone calls to all PP parents about Careers/ Parents Evening, Revision Sessions and transportation offered to and from the event.  KS4 Pupil and parental learning Evenings.	Some PP students' parents attended these events, but others didn't, it is difficult to measure the direct impact of these actions.	Task each HOY to ring PP parents prior to a parents evening and to monitor PP parents attendance at Year group or progress based evenings.	£2000
3b Include PP student voice lunch consultation exercises	School to become more responsive to the needs of PP individual students	PP students were included in department student voice activities and in some whole school student voice activities. However, it is difficult to measure the direct impact of these activities.	Use the one to one mentoring to complete the PP student profiles to gain the individual needs and preferences of each PP student. Consider running PP only student voice activities.	£2,598.70

3c PP students to be a key focus in ALL SEQA activities.	PP students to be a key focus in all SEQA activities- lesson observations, book looks, PTT meetings, pupil voice, etc.	PP students were the focus of all SEQA activities. As a result the expectations of PP students were heightened and in line with their peers. Intervention was implemented as a result where appropriate. The impact was improve attainment and progress of PP students compared to 2019.	Continue to make PP students a focus in ALL SEQA activities.	£0
3d Involve PP students in the wider life of the school.	Improve extra-curricular offer with the bucket list activities.	At the start of 2019-20 Bucket List activities. However, following lockdown it is difficult to measure the direct impact of these.	Monitor the uptake of activities once they re-commence following COVID 19.	£500
3e Encourage PP students to engage in learning outside of the classroom and incentivise school attendance.	Purchase revision books	Every department purchased revision books for PP students. The impact this had on PP outcomes is unknown.	Include a question in the year 11 exit questionnaire about how useful the students have found the revision books.	£1,500

3f Careers advice for PP learners	Targeted careers advice to allow for PP referrals to be made with access to industry links	Some PP students were given careers advice, but with lockdown this advice was not offered to all. However, DHK did contact student by phone during lockdown to offer advice for future education and employment. The impact of this provision is unclear due to lockdown.	Continue this provision., but monitor the impact more carefully	£1,500
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