



# Ark Greenwich Free School

## PPG Plan for academic year 2019-2020

### **Introduction**

*“We are a school that refuses to accept that a pupil’s socio-economic background should be the key determining factor to their life chances”.*

AGFS is committed to providing effective resources and ensuring vital support is in place for disadvantaged students to improve their academic outcomes. This document details the planned spend of the Pupil Premium Grant in 2019/20 and how we believe it will close the achievement gap. Strategies consider research from the Sutton Trust including effect size data and our local context.

**Funds available 2019/20: £197,285**

**Central objective: Students benefitting from the PPG at AGFS progress in-line with their non-PPG peers and above national. Any in school progress gaps are negligible.**

## **Context of PPG students at Ark Greenwich Free School**

In 2015 the Royal Greenwich Borough published the **indices of deprivation report** which outlines the top three percentage categories in England for deprivation. It shows that areas of Greenwich are in this percentile for deprivation especially around the school catchment areas of Woolwich Common, Abbey Wood, Plumstead and Charlton. The report outlines that we therefore have students on roll whose parents are faced with challenges such as income deprivation, employment deprivation, education, skills and training deprivation and health deprivation.

Whilst there is no specific PPG profile, however research shows that PPG students are more likely than their counterparts to experience the following:

- Low aspirations and feeling of embarrassment or shame about where they come from
- Less cultural capital than their peers and a general lack of numeracy and literacy support
- A feeling of low self-worth from parents who may be unsure how to best support their child in school
- A warped view of their local community and/or the larger context of London and the UK
- Difficulty in finding a quiet place to study with access to the necessary resources to make progress
- Low levels of oracy and self-confidence
- Lack of basic equipment
- Difficulty working independently and managing deadlines
- Unsupportive parents or parents who are unrealistic in their expectations or parents who may not buy into the culture of the school
- Students who have difficulty attending school on time or have low attendance

## **How each Department's vision for PPG feeds into the whole school plan?**

<b>Department</b>	<b>Vision</b>
English	"We aim to keep the PPG/Non-PPG attainment gap considerably smaller than national average. Our PPG students are to attend culturally enriching and subject specific trips. To reduce the vocabulary gap amongst PPG students we aim to use tier 2 vocabulary in lessons and made it a Department focus to use Quizlet and independent learning to develop the vocabulary of students. PPG students in English are consistently encouraged to have high aspirations in and out of lessons."
Maths	"For all PPG students to achieve academic outcomes in line with their Non-PPG peers. For all PPG students to have access to the equipment needed to study Mathematics. For all PPG students to be able to complete Independent Learning and receive in-class support to maximise understanding. For more able PPG students to be given the opportunity to study an additional qualification to support a potential route into university."
Science	"The PPG students in science will perform on par with non-PPG students and in line with the national average. The PPG students in science will experience enriching Science/STEAM experiences through enrichment, Drop Down Days and trips. The PPG students in Science will be challenged with scientific literacy, descriptions, explanations and using data during Science lessons. The PPG students in Science will be exposed to careers related to Science/STEAM."
Art and Photography	"For there to be no gap between PPG and non-PPG student performance. For students to have access to all equipment and can attend cultural experiences that they may not have the chance to attend. To ensure the visual arts and creative industries are an achievable aspiration for all students and for them to feel empowered to apply for higher education and professional industries regardless of their socio-economic backgrounds."
Drama	"That the uptake of PPG students in school performances is in line or higher than the school PPG cohort size. We believe that PPG students can develop confidence and obtain results in line with their non-PPG counterparts."
Music	"For all PPG students in the school to take music lessons free of charge and be able to take part in concerts and school performances. There is negligible progress gap between PPG students and non-PPG."
Geography	"For all PPG students to make progress in line or above that of the national average and their counterparts in school. For all PPG students to attend fieldwork trips that will enrich their geographical understanding of their local area and beyond. All PPG students in Geography should be challenged in every lesson and provided with all the materials they need to gain more independence. For all PPG students to feel empowered to higher education and have all the knowledge and skills they need to enter professional industries in Geography."
History	"For there to be no significant gap between the progress of PPG students and non-PPG. For PPG students to be able to access and complete all IL set by the Department. For PPG students to have the opportunity to attend enriching trips relating to History. For PPG students to be confident readers of historical texts and confident users of tier 2 and tier 3 vocabulary. For PPG students to expand their cultural capital by developing strong historical knowledge and understanding the links to wider current affairs and cultural works For PPG students to be challenged in all History lessons."
Modern Foreign Languages	"PPG students in MFL will perform on par with non-PPG students and in line with the national average The PPG students in MFL will experience enriching experiences through enrichment, drop down days and trips The PPG students in MFL will be challenged equally to their

	peers in relation to reading texts and be exposed to careers related to MFL.”
Computer Science	“For PPG students to have ambitions for careers in the computing industry. For all PPG students to feel equipped with sufficient resources so that they are confident in learning independently.”
Religious Studies	“For all students to have the same levels of religious literacy and make progress in line with their non-PPG peers. PPG students will be able to access all areas of the curriculum and be given additional support they may not have access to. This includes specific trips and access to resources online.”
Physical Education	“For there to be no distinguishable gap between the outcomes and progress of PPG and non-PPG students. For PPG students at AGFS to be above the national average and to be given the same physical opportunities as all other students. We ensure that PPG students in PE have the same access to PE kit and equipment as any other student.”

**The PPG Plan for  
2019-20**

**Evaluation Criteria:**

1. Students benefiting from the PPG progress in-line with their non-PPG peers in E+M
2. Students benefiting from the PPG are fully involved in enriching opportunities outside the core curriculum that support their university applications
3. Students benefiting from the PPG in year 9 are given extra support if they are identified as being behind as they move into year 10 (September, 2019)
4. Students benefiting from the PPG develop the character, resilience and grit necessary for life-long success
5. Students benefiting from the PPG are identified and tracked as a discreet group termly

<b>How we will achieve this: Intervention</b>	<b>Rationale</b>	<b>Cost</b>	<b>Lead</b>
<b>1. High-quality teaching</b>	The most effective intervention is high-quality teaching. By using part of our PPG funding to invest in a lower timetable loading and some smaller class sizes we can guarantee more effective and personalised teaching. PPG Pupils who fall behind in year 11 will be given priority for intervention strategies by classroom teachers and HODs following mock exams. An extensive focus on remapping the curriculum to ensure it becomes the most powerful lever to accelerate social mobility. The new AGFS four-part lesson will ensure that students are increasingly able to work independently and have the resilience to overcome difficult academic challenges.	35%	<b>DMA</b>
<b>2. Attendance support</b>	To improve outcomes for PPG pupils so they achieve in line with their non-PPG peers. PPG pupils will be given priority when following the attendance and punctuality process.	15%	<b>JSC ESL</b>
<b>3. Literacy support</b>	To continue to provide a reading recovery scheme to improve the reading age of PPG pupils whose reading age is below chronological in KS3.	10%	<b>LKA</b>
<b>4. Numeracy support</b>	To continue to provide a numeracy programme to improve the outcomes of PPG pupils whose Maths attainment is below national average in KS3.	15%	<b>SMU</b>
<b>5. School counselling and small group interventions</b>	To continue to provide a counselling service and small group interventions to address non-academic barriers to learning. Arrange TAC meetings for those PPG pupils who are making less than expected progress in year 11 and use academic mentoring where appropriate.	5%	<b>JSC</b>
<b>6 Supplementary funds</b>	We put aside a small portion of PPG funds to help PPG pupils with uniform, equipment, revision guides and printing of practice exam papers for year 11 pupils. This is to aid against any form of stigma or isolation.	5%	<b>RCL JME</b>
<b>7. Cultural capital</b>	To ensure that PPG pupils can participate fully in curricular trips and visits in order that they develop the wider cultural capital necessary for university success. This will be specifically targeted at MFL and History excursions and music lessons (up to one per week for PPG pupils at KS4).	10%	<b>SRE HODs</b>
<b>8. Improve communication with PPG parents and careers.</b>	To strengthen school relationships with PPG parents to ensure they are able to support their child at school. Research from the EEF states that increasing parental involvement can have an impact of +6 moths and provide better outcomes for learners. It has been identified that there are several hard to reach parents at AGFS who	5%	<b>JCR</b>

	<p>may chose not to engage with events for their child such as parents evening and school achievement evenings. Several parents may not feel suitably skilled in how to support their child with their learning or feel uncomfortable in attending events due to learning barriers of their own.</p>		
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## Key Objective 1: High-quality teaching

**Action: Development of high-quality staff training to ensure all staff have dedicated time to plan, resource and evaluate lessons and pupil progress information to ensure teaching is effective.**

**Rationale:** The effect size for the direct instruction teaching model is 0.59. This is in the zone of desired effects and has the effect of adding one GCSE grade to a pupil's attainment outcomes. We know that high-quality teaching is the number one intervention we can deploy. At AGFS we are focusing on how to improve our student's ability to work independently on tasks. We aim to support student learning through a range of strategies based on Rosenshein's principals of instruction that allow further opportunity for daily review and intentional monitoring of students work.

### Description of intervention:

Designing a timetable with the space for staff to plan highly-effective lessons and evaluate them using the model below.

1. Teacher specifies learning outcomes/intentions. 2. Teacher knows and communicates success criteria. 3. Builds commitment and engagement in learning task/read now (the hook). 4. Provide students with rigorous independent learning tasks through Quizlet that frontload knowledge and give students the opportunity to practise their understanding of key information. IL also equips students with the knowledge and understanding of the vocabulary required to be successful in each subject. 5. This knowledge is then reviewed through in class daily review. 6. Exposition phase: Objective led explanation of the content using modelling and checks for understanding through guided practice. 7. Independent practice: Pupils work independently on challenging material. Cognitive load shifted to the student: teacher will use intentional monitoring to address errors and misconceptions to review and close the gap. Significant time spent on curriculum design, review and reflection.

At AGFS the eight stages have been converted into a 4-stage planning model. Whilst this applies to all pupils, we have allocated 35% of the PPG to this as the model because of the high leverage impact. PPG pupils are given priority in classrooms if they begin to fall behind. PPG students are monitored by HODs as part of the termly DIP process and prioritised for intervention and support.

Focus on remapping the curriculum to ensure it becomes the most powerful lever to accelerate social mobility. Work around the AGFS curriculum aims to level the playing field so that students from this school have access to the best universities and/or a professional career of their choice. At the least, the curriculum will ensure that all students leave the school with the necessary cultural capital to become informed, engaged, responsible citizens.

### Success Criteria:

1. Pupil Premium pupils achieve at least in-line with their non-PPG peers in English and Maths
2. Quality of teaching through termly triangulation consistently judged as good or better
3. Schools coaching team to quality assure teaching and deploy strategies to support PPG students in the classroom

### Dates

Sept 2019 – July 2020

### Person

**responsible**  
DMA, DCL & DSE

### Monitoring and Evaluation:

- Headteacher's termly data report to GB on progress and attainment
- Fortnightly learning walks
- Half-termly progress booklets
- Termly MLT meeting – PPG analysis
- Half-termly triangulation exercise
- Annual exams analysis

<b>Key Objective 2: Use of attendance support to improve outcomes for PPG students so they achieve in line with their non-PPG peers.</b>		
<b>Action: Provide attendance and parental support to ensure PPG attendance is in-line with their non-PPG peers in school. Make use of the attendance advisory service and new attendance processes.</b>		
<b>Rationale:</b> We know pupils must be in school to benefit from our suite of support systems and over the past 12 months we have carefully analysed attendance and punctuality trends and now want to drill down into PPG attendance and the support these pupils experience at home. The PPG group are given priority of attendance drops below threshold.		
<b>Description of intervention:</b>		
<ol style="list-style-type: none"> <li>1. Importance of good attendance set out to students at the start of the year</li> <li>2. 5 stage attendance processes administered by Pastoral Team, Attendance Officer with support from AAS</li> <li>3. PPG Homework Club – upgrade of Library facility as many our PPG students do not have access to a computer at home</li> </ol>		
<b>Success Criteria:</b>		
<ol style="list-style-type: none"> <li>1. PPG attendance to be in-line with non-PPG attendance in school</li> <li>2. PPG attendance to be above national (94.6%)</li> </ol>		
<b>Dates</b> Sept 2019 – July 2021	<b>Person responsible</b> JSC	<b>Monitoring and Evaluation:</b> <ul style="list-style-type: none"> <li>• Headteacher’s termly GB report on attendance</li> <li>• Headteacher’s termly data report to GB on progress &amp; attainment</li> <li>• Termly MLT meeting – PPG analysis</li> <li>• Termly PPG review</li> <li>• Annual attendance analysis</li> </ul>

**Key Objective 3: Literacy support: to establish a reading recovery scheme to improve the reading ability of PPG students whose reading age is below chronological in KS3 and KS4**

**Action: Deployment of discreet literacy interventions during reading, ‘read now’ and enrichment time to accelerate progress**

LKA has oversight of designing and delivering small group literacy interventions with PPG pupils who have a reading age below their chronological age. The main delivery mechanisms will be Fresh Start and Lexia reading software. All pupils will sit a reading test at the start of the academic year and this data will be used to identify the initial intervention cohort and to track progress secured. Reading tests throughout the year will be used to analyse impact and reported home to parents.

**Rationale:** There is now a secure body of evidence to support highly-targeted intensive literacy interventions such as daily phonics and Lexia reading to secure rapid and sustained progress in reading ability.

**Description of intervention:**

- 25 minutes every day for the entire academic year during morning reading sessions
- 10 minutes of academic reading comprehension at the start of all lessons
- Fresh start in small groups (for those requiring phonics)
- Lexia in IT suites. (Below age expected outcomes in KS3)
- 5<sup>th</sup> set nurture group for English classes

It is envisaged that this will be a graduated intervention, with pupils starting at different points depending on their current reading score and moving through the programme until they achieve a secure at an age-expected level.

**Success Criteria:**

1. PPG pupils have a reading age in line with their non-PPG peers.
2. PPG pupils make equal progress to non-PPG pupils in GCSE English.

<b>Dates</b> Sept 2019 – July 2020	<b>Person responsible</b> LKA, LNE, SENDCo	<b>Monitoring and Evaluation:</b> <ul style="list-style-type: none"><li>• Headteacher’s termly data report to GB on progress &amp; attainment</li><li>• Half-termly progress booklets</li><li>• Termly MLT meeting – PPG analysis</li><li>• Termly DIP docs</li><li>• Annual exams analysis</li></ul>
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**Key Objective 4: Numeracy - to establish a Numeracy Programme to improve the outcomes of students whose Maths attainment is below national average in KS3.**

**Action: Deployment of discreet numeracy interventions during reading, enrichment and/or lesson time to accelerate progress.**

SMU has oversight of designing and delivering small group numeracy interventions with PPG pupils who have a KS2 Maths level of below age-related outcomes.

The main delivery mechanisms will be Hegarty Maths/MathsWatch and the maths mastery curriculum. There will also be 5<sup>th</sup> set smaller sized nurture groups created to provide bespoke numeracy support.

**Rationale:** There is now a secure body of evidence to support highly targeted intensive numeracy interventions to secure rapid and sustained progress.

**Description of intervention:**

Deployment of targeted support using:

1. Hegarty Maths/MathsWatch
2. Maths Mastery curriculum
3. Small group after-school classes
4. 5<sup>th</sup> set nurture group

**Success Criteria:**

1. PPG students make progress in line with their non-PPG peers in maths.
2. The progress of PPG students in maths is significantly above national average.

<p><b>Dates</b> Sept 2019 – July 2020</p>	<p><b>Person responsible</b> SMU</p>	<p><b>Monitoring and Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Headteachers 1/2 termly GB report on attendance</li> <li>• Headteacher’s termly data report to GB on progress &amp; attainment</li> <li>• Half-termly progress booklets</li> <li>• Termly MLT meeting – PPG analysis</li> <li>• Termly DIP</li> <li>• Annual exams analysis</li> </ul>
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<p><b>Key Objective 5: Use of targeted counselling service and small group interventions to remove non-academic barriers to learning.</b></p> <p><b>Action: Deployment of a targeted counselling service and small group interventions to support PPG students who are not making expected progress.</b></p> <p>JSC has oversight of designing and quality assuring a counselling programme and small group interventions for at-risk PPG pupils. The focus is on non-academic barriers to learning and school attendance.</p> <p><b>Rationale:</b> There is a strong body of research evidence to support the idea that emotional stress and worry are limiting factors on learning and attendance at school. The aim of the counselling and small group pastoral intervention program is to address and ultimately remove these barriers.</p> <p><b>Description of intervention:</b> Short periods (6 weeks) of intensive sessions working with PPG students. This is either intensive weekly 1:1 counselling or weekly small group work aimed at overcoming the specific barriers to learning that are being experienced. Using the attendance officer to take lead on directing HODs to provide essential work for those students who are off school for a longer period through illness or behaviour.</p> <p><b>Success Criteria:</b></p> <ol style="list-style-type: none"> <li>1. PPG pupils progress in line with their non-PPG peers overall.</li> <li>2. Attendance of PPG pupils is in line with the rest of the cohort.</li> <li>3. The behaviour of PPG students is like non-PPG students.</li> <li>4. Academic outcomes of these students improve in line with their counterparts.</li> </ol>		
<p><b>Dates</b> Sept 2019 – July 2020</p>	<p><b>Person responsible</b> JSC</p>	<p><b>Monitoring and Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Headteacher’s half termly GB report on attendance</li> <li>• Headteacher’s termly data report to GB on progress &amp; attainment</li> <li>• Half-termly progress booklets</li> <li>• Termly MLT meeting – PPG analysis</li> <li>• Termly DIP docs</li> <li>• Annual exams analysis</li> </ul> <p>Case studies – qualitative.</p>

<p><b>Key Objective 6: Supplementary funds - To ensure that PPG pupils can purchase essential uniform and equipment – such as key KS4 revision guides – in order that they can have equal opportunities for success.</b></p>		
<p><b>Action: To ensure funds exist to allow for small discretionary spends.</b> Finance has put aside a portion of PPG funds to help PPG pupils with uniform and equipment that they might need. This is to aid against any form of stigma or isolation.</p>		
<p><b>Rationale:</b> Prior experience at the School demonstrates that PPG pupils, whilst being reticent to come forwards for support, can struggle to purchase both key uniform and key revision materials.</p>		
<p><b>Description of typical interventions:</b></p> <ol style="list-style-type: none"> <li>1. KS4 revision guides</li> <li>2. Study skills guides/courses</li> <li>3. Uniform/equipment – PPG students to be given a stationary pack at the beginning of every term.</li> </ol>		
<p><b>Success Criteria:</b></p> <ol style="list-style-type: none"> <li>1. No PPG pupil is without core revision guides in KS4</li> <li>2. No PPG pupil is without the correct uniform/equipment</li> </ol>		
<p><b>Dates</b> Sept 2019 – July 2020</p>	<p><b>Person responsible</b> Finance</p>	<p><b>Monitoring and Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Annual PPG review</li> <li>• Feedback from Pastoral Team</li> <li>• MLT meeting review</li> <li>• Observations from around school</li> </ul>

<p><b>Key Objective 7: Cultural capital - To ensure that PPG pupils can participate fully in curricular trips and visits in order that they develop the wider cultural capital necessary for university success.</b></p>		
<p><b>Action: To ensure funds exist to allow PPG pupils full participation in the wider developmental opportunities the school offers.</b> SRE has oversight (with Finance) to ensure that PPG pupils can access all curricular experiences that take place outside the classroom. This will ensure that they possess a bank of experiences and breadth of knowledge to support their university applications. This will include support with accessing the Duke of Edinburgh Award. Focus will be given to PPG students attending school trips such as French, Geography and History and support for Music lessons at KS4.</p>		
<p><b>Rationale:</b> There is now a secure body of evidence to support the idea that cultural capital is a key lever in allowing disadvantaged pupils to access elite, higher education institutions and in ensuring that they view school as an exciting and rewarding place to be.</p>		
<p><b>Description of typical interventions:</b></p> <ol style="list-style-type: none"> <li>1. School trips generally – standard line in all letters</li> <li>2. Duke of Edinburgh support</li> <li>3. PPG group monitored by PPG advocate (DMA/DSE/JDCL/JCR)</li> <li>4. PPG Russell Group university trip</li> <li>5. Students can develop oracy and confidence through enrichment opportunities that are offered.</li> </ol>		
<p><b>Success Criteria:</b></p> <ol style="list-style-type: none"> <li>1. No gaps in participation between PPG and non-PPG pupils in Duke of Edinburgh as a % of the whole</li> <li>2. High uptake of PPG students in enrichment clubs that focus on leadership, debating and school performances</li> <li>3. PPG students attend field trips including history, geography and French</li> <li>4. All PPG students can access free music lessons once a week.</li> </ol>		
<p><b>Dates</b> Sept 2019 – July 2020</p>	<p><b>Person responsible</b> SRE</p>	<p><b>Monitoring and Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Headteacher’s half termly GB report on attendance</li> <li>• Headteacher’s termly data report to GB on progress &amp; attainment</li> <li>• Termly ETAL docs</li> <li>• Annual exams analysis</li> <li>• Annual PPG review</li> </ul>

<b>Key Objective 8: Improve communication with PPG parents and careers.</b>		
<p><b>Action: To strengthen school relationships with PPG parents to ensure they can better support their child at school.</b> Research from the EEF states that increasing parental involvement with the school provide better outcomes for learners. It has been identified that there are several hard to reach parents at AGFS who may chose not to engage with events for their child such as Parents’ Evening and school achievement evenings. Several parents may not feel suitably skilled in how to support their child with their learning or feel uncomfortable in attending events due to learning barriers of their own.</p>		
<p><b>Rationale:</b> Email communication is not reaching all parents and there are some difficult to reach parents. Not all parents are equipped with the toolkit to support their children during periods of revision or understanding of exam specifications. Attendance at Parents’ Evenings show groups of PPG students whose parents are persistently not attending. This is having an impact on their understanding of their child’s progress and life at school.</p>		
<p><b>Description of typical interventions:</b></p> <ol style="list-style-type: none"> <li>1. Launching the new home school commitment to all parents to be signed and returned.</li> <li>2. Tracking and following up on the attendance of PPG students whose parents fail to attend parents evening and ensuring regular contact is made if they do not attend.</li> <li>3. Providing clear communication to parents regarding important events such as exams, performances and trips including utilising other methods of communication (student post, direct text, phone calls from reception)</li> <li>4. Upskill PPG students to teach their parents about subject curriculums, exam specifications and independent learning tasks.</li> <li>5. Provide parents with easy access to curriculum documents.</li> </ol>		
<p><b>Success Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Improved attendance by parents to parents’ evenings and other school events.</li> <li>2. PPG parents feel confident supporting their students with subject curriculums and exam specifications for all core subjects</li> <li>3. All communications are received and suitably acknowledged by parents.</li> </ol>		
<p><b>Dates</b> Sept 2019 – July 2020</p>	<p><b>Person responsible:</b> JCR</p>	<p><b>Monitoring and Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Feedback from pastoral team</li> <li>• MLT meeting review</li> <li>• Student leadership panel</li> <li>• Parent surveys</li> <li>• Headteacher’s termly data report to GB on progress &amp; attainment</li> <li>• Annual exams analysis</li> <li>• Annual PPG review</li> </ul>