

## **Pupil Premium Report 2020 – 2021**

## **The Pupil Premium**

The pupil premium was introduced in April 2011 and gives schools extra funding to raise the attainment of disadvantaged pupils from reception to year 11. The school is required to report annually on the spending of pupil premium funding and on its impact.

In the school year 2020 - 2021, the school received £186,460 of pupil premium funding. Funding for children in care is held by the virtual school of the child's home local authority and is released to the school on a needs led basis.

## **Governance of Pupil Premium Spending**

The governing body is responsible for approving the arrangements for the use of the pupil premium and for monitoring the impact of that spending.

In this school, the Resources and Personnel committee monitors pupil premium income and spending as part of its financial oversight role. The school's annual Pupil Premium Plan is approved by the Learning and Pastoral committee. This committee also receives reports on the impact of the Pupil Premium Plan and approves this annual report on Pupil Premium spending and its impact.

Rachel Rongong, deputy headteacher, is the named staff member who leads on pupil premium work.

Gail Hull is the link governor for Pupil Premium and liaises directly with Rachel Rongong.

## **Measuring impact**

Governors have chosen to measure impact by tracking:

### **Prior attainment**

KS2 PA

### **Achievement**

Attainment 8

Progress 8

Basics 9-5 English and maths

Basics 9-4 English and maths

### **Curriculum**

Entering triple science

Entering MFL

Entering the full English Baccalaureate

### **Attendance**

Attendance

Persistent absence (90%)

### **Destinations**

Students sustaining post 16 education, employment or training

## **Technical note on the data used**

Analysis of data in this school is complicated by the school's enhanced resource status. The school was created in 2003 by the merger of the local comprehensive school with the local area special school. The school's 36 place enhanced resource, teaching an independent and non-GCSE curriculum, caters for students with a level of need more typical of a special school. Students are placed by local authorities in our enhanced resource, it is named on their EHCPs specifically so that they can have access to this specialist non-GCSE provision.

The school's data is therefore difficult to interpret, as results include both the enhanced resource and mainstream cohort.

Of the 5 year 11 enhanced resource students in the 2021 cohort, 2 students were eligible for pupil premium.

To give a transparent picture of the achievement of students two datasets are presented: all students' data and mainstream students' data without the ERS students.

Where comparative data is used it comes from the 2021 SISRA data collaboration exercise.

## Summary of impact

### What the data tells us:

- Students eligible for the pupil premium join our school from primary schools with a slightly lower average attainment than other students (the average KS2 prior attainment score was 102 rather than 104 for other students for the 2021 year 11 cohort).
- Headline outcomes for students eligible for pupil premium have improved significantly since 2019, with our mainstream cohort now in line with or, in many cases, above national outcomes. This year this is the case, even when considering the unique profile of the school and the enhanced resource students studying a non-GCSE curriculum. This, alongside the school's continued inclusive policy of retaining some very difficult students for pastoral and safeguarding reasons, significantly skews the data.
- All of the key measures that we track show gaps significantly closing. We believe that this indicates that the actions we have taken in recent years are the correct actions and are having a real impact.

### Specifically:

- The policy of supporting more aspirational option choices for students eligible for the pupil premium has had a significant impact on triple science uptake. In MFL and consequently the full English Baccalaureate the impact has been weaker in terms of student uptake.
- Attainment 8 for students eligible for the pupil premium has improved significantly on the outcomes in 2019 and 2020. Attainment 8 is above collaboration data for 2021 (for our mainstream students) and the gap is notably smaller.
- The progress gap as measured by progress 8, has closed significantly from 2019 and 2020 for all pupil premium students and particularly for the mainstream cohort. Progress 8 (for our mainstream students) is now better for pupil premium students than non-pupil premium students and is markedly better than collaboration data.
- The basics measures (9 to 4 and 9 to 5) for students eligible for the pupil premium is significantly better (for all students) than the comparable collaboration data for this cohort. The gap between this cohort and the outcome for all students has closed considerably compared to past years and is significantly smaller than the national gap (according to collaboration data).
- Despite our assertive approach to attendance tracking and intervention, the persistent absence gap widened this year. The impact of Covid-19, lockdown and school closure meant that we adapted our practice, but addressing this needs to be a target for the next academic year.

## What worked well

- Our investment in quality online teaching and learning and ensuring that students have adequate devices and internet to access online learning during lockdown and school closures has had a big impact on improving headline figures for students eligible for the pupil premium.
- The appointment of 5 temporary progress leads to closely monitor the performance of pupil premium students and our disadvantaged cohort in the broader sense has enabled bespoke plans to be put in place to address individuals' barriers to learning. This has had such a significant impact on student progress across all year groups that the posts have been extended for a further 12 months.
- Precise monitoring of data using Go4Schools, alongside other methods has improved the efficiency of our data tracking, facilitating earlier intervention. The system has allowed transparency of our data and procedures to governors and parents, whilst allowing all stakeholders to be well informed.
- The success of 'The Learning Centre' is clearly evident in the 2021 outcomes. Several notable individual successes can be directly attributed to this provision, keeping in school students who would otherwise have been unlikely to complete year 11, for external reasons.
- We have expanded the counselling service provision, appointing an additional counsellor, due to the positive feedback received from parents and students and the increased demand. We feel it enables students to remain better engaged with school.
- Students eligible for the pupil premium have an enhanced careers provision within school. These students have interviews with the careers advisor first and have multiple appointments. The school's Post 16 week and its impact on students, including those eligible for the pupil premium appears to be very successful in improving post 16 progression opportunities for these young people.
- The offer of the 'private tuition' English and maths scheme before and after school has had a direct impact on the 2021 outcomes. This initiative, alongside the offer of maths sessions during tutor time, allowed the students eligible for pupil premium to gain extra teaching in the core subjects without losing out on learning in their other subjects, as they were not missing lessons within the school day. The feedback from parents, students and teachers is extremely favourable for this approach being maintained. This approach allows students to maximise their performance across all their areas of study and will afford them a wider range of choice post 16.
- The significant efforts of pastoral and teaching staff to go well beyond "the extra mile" allowed us to get some students from exceptionally difficult backgrounds to the end of year 11 safely and to manage a move into post 16 education even when these students were not successful at GCSE.
- Students eligible for pupil premium, with moderate to severe SEND, working in our enhanced resource all overcame very significant difficulties to leave with a suite of entry level qualifications and vastly enhanced confidence, communication skills and life skills. All progressed successfully to post 16 education.

- Academic panels to discuss the strategic deployment of intervention have proven extremely effective at targeting students who are eligible for the pupil premium. Rachel Rongong sits on the academic panel to ensure the needs of this cohort of students is foremost in every decision made regarding student progress and achievement.

## What needs to be improved?

- The achievement of the 2021 cohort for students eligible for the pupil premium has improved significantly from 2019 and 2020. However, although the progress is now well above collaboration data for the same cohort, other in-school gaps remain. We need to maintain our strong focus on implementing evidence based strategies, so that these gaps continues to close.
- The uptake of the modern foreign languages element of the EBacc by students eligible for the pupil premium needs to increase. The work to target this continues with development of a comprehensive plan to improve MFL uptake across the school. We plan for trips abroad to be reinstated as soon as restrictions allow.
- The need to engage more vigorously with a small minority of 'hard to reach' families remains a priority this year. Indications are that the appointment of the Family Outreach Worker is impacting significantly, however the pandemic has prevented valuable face to face work taking place and this restriction has been a barrier to even better outcomes.
- The pandemic has had a significant impact on the mental health of students and this has impacted on attendance, as highlighted by the widening persistent absence gap. We need to ensure we put plans in place to address and prevent mental health concerns and support students to access education.

The data: prior attainment and achievement

	2019		2020		2021		Collaboration data
	all	mainstream	all	mainstream	all	mainstream	
<b>KS2 PA</b>							
all	4.79	4.89	4.86	4.89	104	104	102.9
other	4.89	4.94	4.94	4.95	104	104	103.76
disadvantaged	4.36	4.67	4.4	4.53	102	102	100.81
gap	-0.53	-0.27	-0.54	-0.42	-2	-2	-2.95
<b>Attainment 8</b>							
all	46.1	48.25	51.01	52.09	50.77	51.62	51.11
other	48.75	49.83	53.44	54.12	52.07	52.4	54.48
disadvantaged	35.43	41.05	38.28	40.78	42.64	46.35	43.06
gap	-13.32	-8.78	-15.16	-13.34	-9.43	-6.05	-11.42
<b>Progress 8</b>							
all	-0.19	-0.11	0	0.03	-0.04	-0.04	0.01
other	-0.12	-0.07	0.08	0.1	-0.04	-0.04	0.17
disadvantaged	-0.5	-0.31	-0.47	-0.36	-0.01	-0.01	-0.36
gap	-0.39	-0.24	-0.55	-0.46	0.03	0.03	-0.53
<b>9-5 Eng and maths</b>							
all	41.4	43.6	49.2	50.3	52.2	53.1	51.7
other	45.5	46.8	53.3	54	54.1	54.5	58.5
disadvantaged	25	29	27.6	29.6	40	43.5	35.3
gap	-20.5	-17.8	-25.7	-24.4	-14.1	-11	-23.2
<b>9-4 Eng and maths</b>							
all	66.3	69.2	73.5	75.1	74.7	76	72.7
other	70.3	71.6	77.6	78.7	76.4	76.9	78.9
disadvantaged	50	58.1	51.7	55.6	64	69.6	57.8
gap	-20.3	-13.5	-25.9	-23.1	-12.4	-7.3	-21.1

	2019		2020		2021		Collaboration data
	all	mainstream	all	mainstream	all	mainstream	
<b>Entered 3 x science</b>							
all	54.7	57.6	61.3	62.7	64.3	65.4	24.4
other	57.2	58.9	64.5	65.3	65.6	66	28.1
disadvantaged	44.4	51.6	44.8	48.1	56	60.9	15.8
gap	-12.8	-7.3	-19.7	-17.2	-9.6	-5.1	-12.3
<b>Entered MFL</b>							
all	33.1	34.9	28.2	28.8	20.9	21.2	42.7
other	37.2	38.3	30.9	31.3	20.4	20.5	46.7
disadvantaged	16.7	19.4	13.8	14.8	24	26.1	33
gap	-20.5	-18.9	-17.1	-16.5	3.6	5.6	-13.7
<b>Entered E.Bacc</b>							
all	24.9	26.2	19.9	20.3	17.6	17.9	36.4
other	28.3	29.1	21.7	22	17.2	17.3	40.2
disadvantaged	11.1	12.9	10.3	11.1	20	21.7	27.4
gap	-17.2	-16.2	-11.4	-10.9	2.8	4.4	-12.8

<b>The data: attendance</b>					
		2018-2019	2019-2020*	2020-2021*	2020 national
<b>Attendance</b>		all	all	all	
all		94.67	94.45	93.92	Not available
disadvantaged		92.83	90.67	90.22	
gap		-1.84	-3.78	-3.7	
<b>% persistent &lt;95%</b>					
all		10.45	11.23	15.62	Not available
disadvantaged		12.23	22.3	33.97	
gap		1.78	-11.07	-18.35	

\* Attendance figures are not comparable due to the impact of Covid-19

## Spending 2020-2021

		<b>Budget Sept - August</b>	<b>Actual Sept- August</b>
1	Leading pupil premium and teaching and learning	£12,472	£ 15,600
2	Improving learning and developing literacy training and resources	£16,318	£19,731
3	Ensuring that student groupings support high achievement	£6,583	£5,266
4	Encouraging option choices that support high achievement	£2,810	£2,809
5	Improving attendance	£9,906	£10,810
6	Providing interventions, academic and pastoral, to enable students to catch up or keep up	£22,028	£16,792
7	Ensuring that students have access to out of school hours study facilities	£2,853	£2,047
8	Providing a Saturday School provision	£12,000	£0
9	Better engaging hard to reach families	£6,566	£6,940
10	Enabling flexible timetable provision to keep some hard to reach students in school	£18,651	£15,234
11	Providing enhanced pastoral support	£34,677	£30,320
12	Removing financial barriers to engagement (trips etc.)	£11,000	£1,035
13	Providing additional careers advice, guidance and experiences	£10,536	£7,569
14	Ensuring that teaching staff have access to accurate and easily accessible data on students	£1,833	£2,091
15	Tracking the progress of students	£25,363	£20,570
	<b>Total budget / spending</b>	<b>£194,264</b>	<b>£156,814</b>
	Total pupil premium income – this includes £23,000 for LAC held by LA	£194,440	£186,460
	<b>Variance</b>	£176	£29,646