

Pupil Premium Strategy and Review of Spending, 2020-21

1. Students eligible

The number of pupils eligible for funding in each year group and Key Stage is as follows:

	2018-19	2019-20	2020-21
Year 7	21	22	15
Year 8	10	17	23
Year 9	15	10	15
Year 10	18	13	9
Year 11	11	18	12
Total KS3	46	49	53
Total KS4	29	31	21
Total in school	75	80	74

2. Pupil Premium Strategy, 2020-21

2.1 Barriers to learning

Academic barriers:	
A	Low confidence in academic abilities. Information gathered via regular Pupil Premium monitoring meetings indicates that a high proportion of our Pupil Premium students lack confidence in a classroom setting, and this is indicative of a wider lack of confidence in their own abilities.
B	For a small but significant minority: lower prior attainment. Our Pupil Premium students are a diverse group. Many have very high prior attainment, and the majority of Pupil Premium students have KS2 results in line with, or above, national expectations. However, in each year group, the proportion of Pupil Premium students with an average KS2 score less than 100 is higher than the proportion for the cohort.
External barriers	
C	Lack of access to essentials for education, including uniform and equipment and funds for curriculum trips.
D	Lack of access to IT
E	Lack of adult engagement outside of school. Many of our Pupil Premium are well supported by adults in their families outside of school. However, information gathered via Pupil Premium monitoring meetings suggests that some PP students have more limited access to support with academic work and pastoral concerns outside of school than their non-PP peers.
F	Exposure to ACEs. A significant number of Pupil Premium students have experience of an adverse childhood experience, often in the context of a safeguarding concern. Of the 193 students who had details logged for them on our safeguarding management system last academic year, 40 were Pupil Premium students. 23 of these 40 pupils had incidents logged which were categorised in the most serious safeguarding categories.

2.2 Three year objectives

Based on the identification of need, the school has set these objectives for the period 2019-2022:

- To develop the use of technology to support high quality teaching which enables all students, and especially those who are vulnerable, to make rapid and sustained progress.
- To provide high-quality, specialist learning support as appropriate for those PP students who will benefit from this.
- To ensure that those students who will benefit have access to additional, high quality English and Maths teaching through an adapted curriculum model.
- To support Pupil Premium students in developing confidence in their own academic abilities.
- To ensure that all Pupil Premium students have access to the equipment which is essential to education, and access to curriculum-related trips.
- To develop an in-house mentoring programme which complements existing internal and external pastoral support systems.

2.3 Priorities for the current year

Key outcome	Key action	Barrier to learning being addressed	Costs	How impact will be measured
The needs of PP students are identified and the importance of supporting PP students has high priority.	PP students tracked in all internal assessment data. Regular meetings, chaired by the Head, to review the performance of PP students.		Nil	Minutes and tracking documents show needs of individual students are identified.

Teaching				
The increased use of technology supports the delivery of high quality teaching, especially for the most vulnerable students.	Identify, and deliver training on, effective use of technology to support high quality teaching which instils confidence and allows all students to participate	A	Nil	Lesson observation data shows use of technology to deliver high quality teaching, including for vulnerable students
Additional, high quality subject-specific teaching in English and Maths is available, as a result of an alternative curriculum route, for students who need this at KS3 and KS4.	Offer Extra Studies English and Maths groups in years 7-11	B	£5,000 pa for staffing	Students receiving this teaching make sustained, strong progress in English and Maths
Students in Y11 have access to additional, high quality small group Maths teaching	Continue to support Maths breakfast sessions	B	£160	Students who attend the sessions make show an increased rate of progress in the subject
Targeted academic support				
Students who will benefit from 1:1 in class support receive this	Maintain use of PP funding to support the cost of LSA team.	B	£56,000 pa for staffing. This is based on a similar figure last year, which reflects the costs of providing LSA and SENDCO support to 22 students in class. This figure also includes LSA and SENDCO support for alternative pathway groups.	Evidence from observations shows LSAs offering appropriate support to students. Student assessment data shows students receiving this support making sustained progress.

Wider strategies				
Pupil Premium students have access to sustained pastoral support and adult engagement.	Continue to offer 1:1 mentoring	E, F	£650 Whilst mentoring will identify needs, the cost of meeting these may well be low. A key purpose of the role is to link students to provision already available in school or from other agencies.	Notes from mentoring sessions show student needs being identified and, where possible, met
	Provide Study Club	E	£1000 (20% contribution to the costs, of 35 weeks, 4 hours per week, cost of £35ph, which includes on costs). Study Club provides quiet space for independent study. Whilst use by PP students was limited in the first half of 19/20, we anticipate this will be an important mechanism for supporting PP students with catch up this year. We are, however, reducing	Attendance figures for Study Club. Feedback from PP students using Study club regularly – to be gathered in late autumn 2020.
All pupil premium students can gain access to essentials for	Provide PP students with school essentials – uniform, textbooks and stationery.	C	£2000, based on £995 spent in 19/20.	

learning, including appropriate IT.	Provide PP students access to IT	D	£3000, based on 8 KS4 students requiring laptops. Tablets for younger students have been provided by parental donations.	All PP students have a device to use in school.
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3. Pupil Premium for 2019-20

3.1 Sums received by the school

In 2019-20, the school received £74,332, and in 2018-19, the school received £72,465. Funding for the current academic year is anticipated to be £67,805.

Summary of how funding was spent in 2019-20 to support the strategies

Strategy	Costing
Learning enrichment	58,617
Alternative curriculum – KS4	5,000
Enterprise and citizenship education	6,000
Study club	1,500
Supporting access to trips and music lessons	955
Public speaking sessions	455
Mentoring	650
Maths breakfast club	160
Books	50
Miscellaneous spending to meet immediate needs of PP students	945

3. 2 Measuring the impact of Pupil Premium funding – performance data

KS4 exam data

Changes to the exam system over the last three years means that data for different years is not directly comparable. However, this table provides some key data about performance of PP students in the school over the last four years.

	2020	2019	2018	2017
Progress 8 for cohort	To be confirmed	0.97	1.02	0.81
Progress 8 for PP students		0.59	0.52	-0.28

The gap which existed between PP and non-PP students in 2017 closed in 2018 and again in 2019.

Internal data, Years 7-10:

School closure has obviously disrupted the assessment schedule, and the most reliable assessment data for the 2019-20 academic year comes from the period between September and March.

This data suggests that students in years 7-10 were making strong progress:

- In year 10, PP students were performing strongly. Their internal GCSE predictions in Y10 – a key measure of progress being made – compared as favourably to FFT targets as predictions for the cohort as a whole.
- PP students in years 7-9 performed in line with the cohort when their Pathways (a measure of attainment) were compared to their prior attainment data from KS2.

3.3 Measuring the impact of Pupil Premium funding – impact of specific measures

Strategy employed during 19/20	Impact
Regular monitoring of progress of PP students through high-profile 'Pupil Progress meetings', chaired by Headmistress.	Meetings have ensured that the progress of each PP student has been discussed. Minutes show individual action plans for students.
Teaching	
Alternative curriculum at KS4	<p>The closure of the school prevented a formal evaluation of the alternative curriculum pathway. Early indications, however, were that this was meeting the needs of a small group of vulnerable students:</p> <p>Informal feedback from the students suggested that they valued the additional support in Maths, the structured study time, and the reduction in subject load.</p> <p>25% of those following the alternative curriculum are Pupil Premium students.</p>
Targeted academic support	
Learning support	<ul style="list-style-type: none"> i) 1:1 support for identified SEND students delivered for 22 students. ii) Keyworkers provided for all SEND students during school closure. These keyworkers supported students to access online resources, and liaised with class teachers to ensure appropriate remote learning. iii) LSA support provided for alternative pathway English and Maths groups in years 8-10.

Small-group tuition, and individual mentoring, in Maths at KS4	2/3 of students attending additional Maths sessions saw an increase in grade during the course of Y11.
Wider strategies	
Mentoring	9 students were supported in 1:1 mentoring sessions, 4 of whom were Pupil Premium. School closure prevented formal evaluation of the programme, but informal feedback from students indicated that they felt the mentoring increased their resilience during the school day, and helped them be better organised.
Financial support for PP students to enable them to access the curriculum and enrichment opportunities in school. This may involve providing textbooks, uniform or financial support for participation in trips.	<p>Record of spending shows PP students being supported to participate in school life.</p> <p>6 student places on trips were supported by PP funding. Many further trip places would have been supported had closure not occurred.</p> <p>Essentials, such as uniform and textbooks, were provided for a small number of students.</p>
Provision of after-school Study Club	<ul style="list-style-type: none"> - Between September and the closure of the school, Homework Club was used for 1626 'student hours'. - Of the 1626 'student hours', 61 (3.8%) were 'student hours' completed by PP students. This was lower than the corresponding proportion last year (5.9%). At the time of closure, the school was working to increase use of Study Club by PP students. - Students who are vulnerable but not PP also made use of the Homework Club. 135 of the 1626 student hours were completed by SEND students who are not also PP.
Public speaking sessions	20 Y8 and Y9 students received an 8 week block of public speaking sessions in the early spring term.

	<p>It was not possible to complete a full evaluation of the impact of this work due to lockdown. Oral feedback obtained from the students involved, just before closure, indicated that they had valued the experience, felt they had grown in confidence, and were now more willing to participate in class discussion.</p>
Citizenship and enterprise education	<p>Although the annual Enterprise education days were unable to take place, students in all year groups were provided with extensive information about careers on online work experience opportunities throughout the lockdown period.</p>