

## PUPIL PREMIUM 2019-20

### What is Pupil Premium?

Pupil Premium is additional funding given to schools in England to improve the achievement of eligible pupils and close the gap between their achievement and that of their peers. Pupil Premium is about ensuring these students can access the same opportunities as non-Pupil Premium students. It is the expectation that this funding is used to support the educational, social and emotional progress of students during their time at school. Students are eligible if they fall into one of these categories:

- Eligible for Free School Meals;
- Have previously been eligible for Free School Meals during some time in the last 6 years;
- Have been in care of a Local Authority for 1 day or more;
- Have a parent serving in the Armed Forces, or a parent that has done so in the last 6 years;
- Ceased to be looked after through adoption;
- Ceased to be looked after through a Special Guardianship Order;
- Ceased to be looked after through a Residence Order; or
- Under a Child Arrangement Order.

### What was the impact of our Pupil Premium spending last year?

There are a variety of ways in which we measure the impact of our Pupil Premium spending. Some impact is difficult to measure but is nevertheless evident from student and parent voice, emotional and social development, behaviour and aspiration. In terms of other more quantifiable evidence, we saw significant improvements in the progress made by our PP students at the end of KS4, with Progress 8 improving from -0.4 in 2018 to 0.06 in 2019, now increasingly close to that of non-PP students nationally (0.13 in 2019 provisional data). We were also extremely pleased with the proportion of PP students who achieved at least a grade 4 in English (increase to 85% from 69% in 2018) and Maths (increase to 78% from 69% in 2018).

Our Pupil Premium students made particularly strong progress in Maths, Science and Humanities in 2019 with data indicating that the Maths Progress 8 element has improved by +0.47 and the EBacc Progress 8 element by +0.75. Furthermore, in the Maths and EBacc elements, our PP students have achieved better than non-PP students nationally (0.23 compared to 0.11 in Maths and 0.16 compared to 0.14 in EBacc), which is our long-term ambition for all aspects of achievement for our Disadvantaged cohort and represents a significant step forward for us as a school.

We have also seen improvements in a number of other measures that we had prioritised, such as participation in trips (90% in 2018-19), extra-curricular (up 4%) and Leadership Ladder (up 5%), as a result of a regular tracking, financial support and encouragement by leaders at all levels, but most pleasing was the significant improvements seen in our Pupil Premium students' attendance. This has been a limiting factor to their achievement and participation in school and we made a number of changes last year to our attendance

systems in school as well as introduced an attendance rewards programme for PP students. We were extremely pleased to see that attendance of our Ever 6 FSM students (as reported in ASP) has improved by nearly 2% in 2019 and persistent absentee rates have reduced by 20.7%. We do however recognise that the attendance of our Pupil Premium cohort of students is still not high enough and it will remain one of our biggest priorities this year to improve their overall attendance and to continue to reduce persistent absenteeism, so that rates are in line with non-Pupil Premium students.

## Achievement

2019 (2018)	PUPIL PREMIUM	NON-PUPIL PREMIUM	GAP
<b>Attainment</b>			
Basics Indicator (9-4 in English & Maths)	68% (57%)	91% (83%)	-23% (-26%)
Basics Indicator (9-5 in English & Maths)	39% (43%)	72% (63%)	-33% (-20%)
Maths % 9-4	75% (68%)	93% (89%)	-18% (-21%)
Maths % 9-5	50% (50%)	77% (72%)	-27% (-22%)
Maths % 9-7	14% (18%)	40% (39%)	-26% (-21%)
English % 9-4	82% (64%)	95% (88%)	-13% (-24%)
English % 9-5	46% (54%)	83% (74%)	-37% (-20%)
English % 9-7	7% (25%)	30% (31%)	-23% (-6%)
<b>Progress</b>			
Progress 8	0.1 (-0.46)	0.6 (0.38)	-0.5 (-0.84)
Maths element (P8)	0.22 (-0.25)	0.81 (0.66)	-0.59 (-0.91)
English element (P8)	-0.04 (-0.38)	0.33 (0.08)	-0.37 (-0.46)
EBacc element (P8)	0.16 (-0.44)	0.67 (0.52)	-0.51 (-0.96)
Open element (P8)	-0.04 (-0.84)	0.52 (0.26)	-0.56 (-1.1)

**Attendance** (2019 is based on two terms - Autumn 2018 & Spring 2019, 2018 data is based on all three terms. Official attendance data from ASP uses Ever 6 FSM rather than PP).

2019 (2018)	EVER 6 FSM	NON-EVER 6 FSM	GAP
% Attendance	92.7% (90.9%)	96.4% (95.6%)	-3.7% (-4.7%)
% Persistent Absentees (<90% attendance)	18.5% (39.2%)	6.1% (9.9%)	-12.4% (-29.3%)

**NEET** (Not in Employment, Education or Training)

2019 (2018)	PUPIL PREMIUM	NON PUPIL-PREMIUM	GAP
% NEET at end of Y11	7.7% (0%)	1.5% (0.68%)	-6.2% (0.68%)

## Extra-curricular and Trips

2019 (2018)	PUPIL PREMIUM	NON-PUPIL PREMIUM	GAP
% Trip participation (Y7-11)	90% (88%)	Don't currently track	N/A
% Extra-curricular participation (Y7-11)	65% (61%)	62% (68%)	3% (-7%)

## Leadership Ladder

2019 (2018)	PUPIL PREMIUM	NON-PUPIL PREMIUM	GAP
Year 7	86% (78%)	81% (83%)	5% (-5%)
Year 8	77% (77%)	83% (88%)	-6% (-11%)
Year 9	67% (93%)	90% (93%)	-23% (0%)
Year 10	80% (68%)	94% (74%)	-14% (-6%)
Year 11	67% (33%)	75% (49%)	-8% (-16%)
<b>All students</b>	<b>76% (71%)</b>	<b>85% (78%)</b>	<b>-9% (-7%)</b>

## Barriers to educational achievement

We have given considerable thought to the potential barriers that our Pupil Premium students face, and those that appear to have the greatest impact on their educational achievement are detailed below. However, we recognise these are broad generalisations and that Pupil Premium students are not a homogenous group.

The key barriers that a number of our students face are:

- Low aspiration and challenge;
- Difficult home circumstances (including: low income; family illness; parents' working hours; food poverty; domestic disruption; lack of study environment at home; student acting as young carer; and inadequate housing);
- Lack of feedback on academic progress, both in and out of school;
- Low literacy and/or numeracy;
- Poor behaviour and engagement with school;
- Low attendance;
- School mobility (1 or more in-year admissions not including 'end-of-phase');
- Poor social, emotional and mental health; and
- Limited access to extra-curricular opportunities inc. trips.

## How has funding been used to address these barriers?

For the academic year 2018/19 we received £157,665 and had 181 students eligible for Pupil Premium; for 2019/20 we will receive £169,140. This year we have 193 Pupil Premium students and they are made up of FSM, Ever 6 FSM, CLA, ex-CLA, children under Special Guardianship Orders, Adopted children and Service children; individual totals for each year group are detailed below. Funding rates for all groups will remain the same, with CLA and ex-CLA continuing to receive increased funding of £2,300.

	2015/16	2016/17	2017/18	2018/19	2019/20
Year 7	26	43	37	41	45
Year 8	44	27	45	38	42
Year 9	31	43	32	42	38
Year 10	41	29	37	28	39
Year 11	31	37	26	32	29
<b>Total</b>	<b>173</b>	<b>179</b>	<b>177</b>	<b>181</b>	<b>193</b>

- Aspiration and challenge:** we believe our Pupil Premium students are capable of greater academic achievement and we are not satisfied to just encourage 'expected progress'. Our new knowledge-rich and challenging KS3 curriculum particularly supports our Pupil Premium students to obtain the cultural capital they need to be successful and we do not offer qualifications at KS4 (academic or vocational) that provide insufficient challenge or value, just to benefit our position in the performance tables. All our students sit both English Language and English Literature (and have done so for many years), students all sit Combined Science at GCSE, if not Separate Sciences, and we insist on at least 1 further EBacc qualification when students choose their options. Pupil Premium students receive additional support and guidance around GCSE and post-16 options. For GCSE, this includes a meeting with SLT and at post-16 it includes priority advice and guidance from our independent Careers Advisor. In January we run an Apprenticeship and Vocational evening for Year 9 – 13, allowing students to gain information, advice and guidance from employers and training providers first-hand. Individual conversations with Pupil Premium students and their form tutor address resilience in academic achievement and promote high aspiration. We also use spending to support the Scholars programme, enabling invited students to access mentors, extra support, increased challenge and extended opportunities (for example the residential to Sidney Sussex College at the University of Cambridge). We encourage our Year 12 students to access the Social Mobility Foundation's Aspiring Professionals Programme for high-achieving students eligible for FSM, giving them access to internships, mentoring, university application support, skills development, and later on also support during university with obtaining graduate-level employment in top professions. This year, we have 3 students who have applied for the programme. Impact here is measured through academic outcomes, NEET figures and the appropriateness of pathways students choose in and after leaving school.

- **Home circumstances:** spending is used for additional Student Services support where Pupil Premium students are targeted for additional intervention and personalised support tailored to their individual needs. Analysis shows our PP students are more likely to access this support compared with their non-Disadvantaged peers. Impact is measured through attendance figures, behavioural incidents, external agency referrals, progress towards objectives of the Flexible Learning Programme and student/parent voice.
- **Feedback on academic progress:** for the last four years we have invested in Show My Homework and parent/student voice continues to be extremely positive. Similarly, our FAR marking policy continues to enable more consistent and effective feedback and research shows that Pupil Premium students benefit even more than non-Pupil Premium students when the quality and frequency of feedback are high. Students also get the opportunity to discuss academic progress throughout the year with a range of staff including subject staff, form tutors, HOY or Senior Leaders. Impact is measured by academic progress and through student/parent voice.
- **Literacy and numeracy:** we will continue KS4 intervention programmes targeting underperformance in English and Maths, as well as the KS3 Upgrade programme in literacy and numeracy. These small-group interventions are focused on closing the progress gap between Pupil Premium and non-Pupil Premium students and are taught by specialist English and Maths staff. Much of our focus here is on KS3, in an attempt to close the gap as early as possible when students join us. We have made significant changes to the content of the Upgrade this year, introducing a new more rigorous curriculum. In English this is aligned with, but different from, the KS3 English curriculum and in Maths the use of question level analysis from the KS2 tests and internal KS3 exams has allowed us to create a bespoke and personalised curriculum, different for each group, which targets the specific content students have not yet grasped and tests their progress at the end. Impact is measured by academic progress at Progress Report points, KS4 mocks and KS3 exams, and ultimately in students' GCSE achievement.
- **Behaviour and engagement:** we will continue to consistently implement our behaviour systems, which have dramatically reduced exclusions and are continuing to reduce low-level disruption in lessons. This is of particular importance to Pupil Premium students with research suggesting that they are disproportionately impacted by such behaviour in lessons. The impact is measured through behavioural incidents, exclusions and isolations, Attendance-Behaviour-Concern (ABC) meetings and student/parent/staff voice.
- **Attendance:** the changes we made to our attendance systems in school last year, in particular a lowering of the thresholds in our staged attendance approach and the introduction of an attendance rewards programme for PP students has paid dividends with significant improvement seen in the attendance of our PP students. Our Attendance Officer and Student Services team prioritise Pupil Premium students for attendance intervention and act quickly to intervene before students become 'persistent absentees'. Where attendance becomes low despite school intervention, external agency support is sought promptly and Student Services work closely with the student and their family to improve attendance, setting achievable targets for improvement. Impact is measured by weekly tracking of attendance and through ABC meetings.

- **School mobility:** we tend to take a disproportionately high rate of Pupil Premium in-year admissions, but this does inevitably make it more difficult for those students to catch up the work they've missed with any periods where they are between schools or often just to having been taught a different curriculum or followed different GCSE specifications. Our Student Support Officers play a large role in the transition of any student who joins us after the start of Year 7 and any gaps in English and Maths are quickly identified in Faculties and intervention put in place, meaning these students usually make excellent progress by the time they leave us.
- **Social and emotional skills:** the Flexible Learning Programme (FLP) was highly successful last year, targeting students who struggle to manage their emotions as well as helping students to develop self-esteem, resilience and self-control. Progress in this area is difficult to quantify however working with these students, there has certainly been a marked improvement in their attendance and engagement, as well as a reduction in behavioural incidents, improved emotional well-being and development of friendships. Students work with a specialist in Student Services and different groups of students target different aspects of personal development. It is also important to acknowledge the increased access that PP students have to the FLP: 38% of PP students were involved last year, compared to 11% of non-PP students. Impact is measured through student/parent voice and achievement of personal goals.
- **Extra-curricular opportunities:** last year we continued to allocate funds towards support for school trips and visits and this will continue, including peripatetic music lessons. Our priority this year is to maintain the improvements in participation rates for trips, extra-curricular and Leadership Ladder amongst PP students by looking for opportunities to encourage students to become involved in the huge array of activities on offer. Impact is measured by participation rates in these areas.

The key measure this year will continue to be Progress 8, which focuses more broadly on students' progress in 8 subjects including Maths and the highest grade of English Language and Literature. The other key benchmark will be whether students have achieved a 'strong pass' in English and Maths, which the Government deem to be a grade 5 on the new 9-1 GCSE grading system, and we will continue to support students to achieve their target grades, at whatever level they are working.

Previous and projected Pupil Premium spending is detailed below:

INTERVENTION	2018/19 (FINAL)	2019/20 (PROJECTION)
KS4 small group intervention in English & Maths	£38,000	£38,000
KS3 small group intervention in English & Maths	£38,000	£38,000
Student Support Officers	£36,816	£29,000
Trips and Visits	£13,510	£14,000
Uniform	£12,174	£15,000
Tutors/Mentors/Tuition	£2,184	£5,000
KS4 textbooks, revision guides, texts	£3,871	£6,000
Equipment & rewards	£522	£1,000
Tassomai Science revision programme	£5,292	£4,401
GCSEPod revision programme	£5,750	TBC
Alternative Educational provision	£0	£5,000
Transport	£240	£800
Breakfast interventions	£606	£1,000
Attendance Rewards	£700	£1,000
Staffing for Homework Club		TBC
<b>Total expenditure</b>	<b>£157,665</b>	<b>£158,201</b>
<b>Total income</b>	<b>£157,665</b>	<b>£169,140</b>

## What are our priorities for Pupil Premium this year?

This year we are going to use Pupil Premium funding in the following ways:

- Student Support Officers, who support students with difficulties, provide social, emotional and mental health support, make external agency referrals and promote self-esteem, confidence and aspiration through mentoring, individual and group intervention and the Flexible Learning Programme;
- KS4 Step Up programme, raising achievement in Maths, ensuring students achieve at least grade 4 if not higher, enabling choice in their post-16 options;
- KS3 Upgrade programme, targeting English and Maths for students across a range of abilities, and preparing students for the new English and Maths GCSEs;
- Alternative Provision, for students with exceptional personal circumstances and where our curriculum does not meet their needs;
- Scholar's Programme, supporting increased opportunities to stretch and challenge our most able students, raise aspiration and add further depth and complexity to their curriculum;
- Tutors and mentors, for students eligible for the Pupil Premium Plus (children in, or previously in, care, Adopted children, those under a Special Guardianship or Residency Order);
- GCSE subject-specific revision materials;
- Tassomai Science revision programme;
- GCSEPod revision platform;
- Breakfast interventions;
- Uniform;
- Trips and Visits, peripatetic music lessons;

- Transport for parents struggling to access Parents Evenings and IAG evenings, and for students struggling to attend after-school or holiday GCSE revision sessions;
- Staffing of the Revision Room for support with GCSE revision, including equipment and rewards; and
- Staffing of an after-school Homework Club for KS3.

### Feedback from parents and students:

***“GCSE revision guides and texts are expensive and I know having them will really help my son focus his revision and complete his homework – plus it will help me to nag him to study!”***

*(Parent of Year 11 student)*

***“Student Services helped me with work and showed me where to go when I first started in Year 7. They do a lot for students and we wouldn’t have anywhere to go for help without them. Student Services have helped my friends sort out some friendship problems and made sure my friends felt happy with what they were going to do to help”***

*(Year 8 student)*

***“I go into Student Services nearly every day; I go in there for help with friendship problems, stopping smoking, if I’m ill, problems with my subjects and when my situation at home becomes tough. They offer lots of solutions when you have a problem; they’re honest with you but also tough when you need it!***

*(Year 11 student)*

***“I find Show My Homework easy to work and get on to. It’s really good to have all your deadlines in one place and keep a check on what homework you’ve still got left to do”***

*(Year 9 student)*

***“When I’ve been worrying about things in school like getting my work done and starting my GCSEs, I’ve been to see my Student Support Officer in Student Services who gives me some time to talk through with her what I’m worried about and we try to figure out a solution – I like it that I have a say in that too. Last year, it made me feel reassured when Student Services talked to me and my Mum because they helped me explain what I was worried about”***

*(Year 10 student)*

We will review our Pupil Premium spending and provision at Governing Body ‘Curriculum’ and ‘Student & Staff Wellbeing’ committees throughout the year, and we will next update our Pupil Premium Action Plan in April 2020.