

PUPIL PREMIUM 2020-21

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 (FSM);
- 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; or
- Under a Child Arrangement Order.

Since the outbreak of the coronavirus pandemic we have seen a significant increase in the number of students becoming eligible for Free School Meals as a result of changes in their family's economic, health and/or employment status. To date, this has resulted in 23 additional students who are now in receipt of Free School Meals, with 136 now eligible across school. This in turn has caused our Pupil Premium cohort to increase to over 200 students, the highest it has ever been.

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

Under normal circumstances 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. However, the academic year 2019-20 was anything but 'normal' and our spending changed significantly in order to respond to the needs of our Pupil Premium students during the coronavirus pandemic. In light of the cancellation of GCSE exams in summer 2020, and their replacement with Centre Assessed Grades (CAGs), as well as the lack of robust attendance data (due to significant numbers of quarantining students) and limited extra-curricular opportunities due to school closures, we have omitted the usual quantifiable evidence in this year's statement. We hope to be able to provide information about the continued impact of Pupil Premium spending in next September's statement.

Before schools closed on 20th March 2020, we had nevertheless seen a number of continued improvements in a number of measures including internal assessment of the progress of our Pupil Premium cohort at both KS3 and KS4. Participation in trips, extra-curricular and Leadership Ladder were encouraging and certainly all signs indicated we would at least maintain levels achieved in 2018-19 (trips: 90% participation; Leadership Ladder: 76%; extra-curricular: 65%).

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:

- Access to technology at home (computers and internet)
- Low aspiration and challenge;
- Difficult home circumstances (including: Covid/school closures, low income; family illness; parents' working hours; food poverty; domestic disruption; redundancy; 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 2019-20 we received £187,580 and had 193 students eligible for Pupil Premium; for 2020-21 we will receive £192,808. This year we have 203 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. For each eligible student in the academic year 2020-21, we will receive the following funding:

- Per Pupil Premium child (except those in the two categories below): £955
- Per Looked After Child and Post-Looked After Child: £2,345
- Per Service child: £310

Please note that whilst we receive this funding according to the numbers of students on roll in each category, this funding is not required to be spent on an individual student basis, in fact the vast majority will not be. The funding will be spent in order to benefit as many of our PP students as possible, and we continue to draw information from the Education Endowment Foundation's research into the most effective use of Pupil Premium funding to inform our spending.

| | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|--------------|------------|------------|------------|------------|------------|
| Year 7 | 43 | 37 | 41 | 45 | 35 |
| Year 8 | 27 | 45 | 38 | 42 | 41 |
| Year 9 | 43 | 32 | 42 | 38 | 47 |
| Year 10 | 29 | 37 | 28 | 39 | 39 |
| Year 11 | 37 | 26 | 32 | 29 | 42 |
| Total | 179 | 177 | 181 | 193 | 204 |

- Access to technology:** when the coronavirus pandemic hit, we surveyed all students and parents to find out how many students had no or insufficient access to a suitable computer or laptop, and had reliable internet access in order to participate in online lessons. From this, it became quickly apparent that many of our Pupil Premium students had no or poor access to a suitable computer or laptop and had struggled to access the work during the first school closure back in March 2020. We therefore decided to start a school laptop scheme where all students could purchase a brand new Chromebook, either outright or over a number of years to support them with their academic studies. For our Pupil Premium students, we either subsidised their purchase of a Chromebook on the scheme, or loaned them a new device from a number that we purchased ourselves. Impact is measured by attendance to lessons, engagement with online lessons and the completion of work set during this second school closure.
- 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. Last year, we had 3 students on 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-PP 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 (Step Up), 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 made significant changes to the content of the Upgrade a couple of years ago, 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. These programmes will become even more important given the ongoing disruption to learning caused by the Covid pandemic. 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 have made to our attendance systems in school over the last few years, 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, Heads of Year 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 the pastoral team works closely with the student and their family to improve attendance, setting achievable targets for improvement. Impact is measured by attendance data (weekly tracking of attendance and through ABC meetings).
- **School mobility:** we tend to take a disproportionately high rate of Pupil Premium students 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, despite being cut short, and targeted 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 there has certainly been a marked improvement in the attendance and engagement of students in the programme, 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: 34% of PP students were involved last year, compared to 15% of non-PP students. Impact is measured through student/parent voice and achievement of personal goals.
- **Extra-curricular opportunities:** although there were limited opportunities for extra-curricular activities last year, in particular a distinct lack of trips and visits, we continued to encourage students to participate in sport and other areas within school when Covid restrictions allowed it. We also used funding to make an increased offer of peripatetic music lessons to all PP students and this will continue in 2020-21. It is likely to be difficult this year to maintain previously improving levels of participation but we will continue to look for opportunities to encourage students to become involved in the range 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, 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 | 2019/20 (final) | 2020/21 (projection) |
|---|--------------------|-------------------------|
| Laptops (school chromebook scheme) | £39,981.26 | £2,500 |
| Internet access | £164.47 | £1,408 |
| KS4 small group intervention in English & Maths | £33,646 | £43,000 |
| KS3 small group intervention in English & Maths | £38,000 | £40,000 |
| Student Support Officers | £35,044.09 | £37,000 |
| Trips and Visits/Peripatetic music lessons | £9,196.25 | £10,000 |
| Uniform | £10,950.93 | £18,000 |
| Tuition | £8,732 | £25,000 |
| KS4 textbooks, revision guides and equipment | £3,140.65 | £5,000 |
| Tassomai Science revision programme | £4,401 | £5,200 |

| | | |
|--|-----------------|-----------------|
| Transport | £2,548 | £1,700 |
| Breakfast interventions | £1,588.08 | £1,800 |
| Attendance Rewards | £0 | £1,000 |
| Upgrade Rewards | £117.27 | £1,000 |
| Academic webinars/other academic materials | £70 | £200 |
| Total expenditure | £187,580 | £192,808 |
| Total income | £187,580 | £192,808 |

What are our priorities for Pupil Premium this year?

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

- Access to Technology – to provide laptops and internet access for Pupil Premium students who need it;
- National Tutoring Programme – a Department for Education initiative to enable access to tutoring for Pupil Premium students to support their catch-up as a result of Covid-related school closures and absence;
- KS4 Step Up programme – raising achievement in Maths and English, 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 their English and Maths GCSEs;
- 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;
- 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;
- Breakfast interventions;
- Uniform;
- Peripatetic music lessons;
- Transport 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:

“I was furloughed and quickly made redundant during the first lockdown and as a single parent with 4 children, we are now having to rely on foodbanks even though we had never had to before. The school organised their own foodbank in the first lockdown and all through the summer term we were dropped off a weekly food parcel by school staff even though we don’t live in Lymm. We now have been referred to some of the local foodbank support services including Leave No One Behind In Lymm, again even though we live outside of Lymm. The school also arranged supermarket vouchers for us when school was closed – these

meant I could put food on the table, I really don't know what would have happened if we hadn't received these at such a difficult time.

(Parent of 2 students in KS3)

"When school was closed last because of the Covid pandemic, the GCSE revision guides and texts I'd been given in Year 10 were so useful; my Mum is a single parent and has lost her job since the pandemic happened. She wouldn't have been able to afford to buy me them otherwise and they've made learning in my lessons and my revision so much easier – actually I don't think it would have been possible to work without that help.

(Year 11 student)

"We unfortunately don't have a computer at home and can't afford to buy one so being provided one by the school Chromebook scheme has been a godsend and enabled my daughter access her Zoom and Teams lessons and to not fall behind. When schools first closed in March, I was extremely anxious about her not being able to get onto her lessons and do her work. My child gets Free School Meals and things are tough at the moment – I am so grateful for this help.

(Parent of Year 8 student)

"I go into Student Services nearly every day; I go in there for support with stopping smoking, if I'm ill, problems with my A-level 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! During last year's lockdown when my exams were cancelled, I really struggled with my mental health but my Form Tutor, Head of Year and Student Services called me daily to check I was ok, and with their help I slowly felt a bit better about everything. When we came back to school, I was referred to the school counsellor who also made a big difference and I now feel in a much better place to continue my studies.

(Year 12 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 September 2021.