



2019-20 expenditure: A breakdown of Pupil Premium spending

2019-20 Pupil Premium funding allocation: £269,740

Pupil Premium General Academic Data Summary 2019-20

Year	No. of PP at end of year	Percentage of cohort	A8 average grade for non-PP	A8 average grade for PP	A8 average Gap	P8 Score for non-PP	P8 Score for PP	P8 Gap
7	78	42	1.77	1.54	-0.23			
8	54	39	2.33	1.92	-0.41			
9	52	33	4.23	3.63	-0.6	-0.44	-0.71	-0.27
10	40	31	4.41	3.56	-0.85	-0.29	-0.47	-0.18
11	52	38	4.72	3.48	-1.24	+0.11	-0.79	-0.9

In basic terms, A8 looks at attainment in a student's best 8 subjects and P8 looks at their progress.

A progress score of 0 means that pupil premium students, on average, across their subjects are achieving their target grades. A positive score means they are doing better (1 = a whole grade, so a score of +0.2 means this is 0.2 of a grade better than target). The same applies to a negative score (-0.4 would mean they are doing 0.4 of a grade worse than target grade).

Our Key Stage 3 is currently classed as Year 7 and 8 with the grades predicted for the end of that particular year. Our Key Stage 4 is currently Year 9, 10 and 11 with the grades predicted for the end of Year 11.

Due to lockdown the data for this table has been taken using the last available point of collection which is why differences between year groups are not uniform. However, comparisons between Pupil Premium and non-Pupil Premium can still be made within year groups.

Year 7 and 8 are based on the progress check data taken at the end of the Autumn term. Year 9 and 10 are based on the progress check data taken at the end of the first half term in the Spring term. Year 11 data is based on centre assessed grades used for GCSE using the 2019 progress matrix.

The Disadvantaged gap for Year 9 and 10 is within the National gap of 0.5 but outside this benchmark with Year 11. However, attendance percentages were a problem within this particular year group. Although encouraged to consider the disadvantaged gap by Ofqual during the Centre Assessed Grades process, Curriculum Leaders when giving evidence were not able to justify grades due to these attendance issues. To give this context for Year 11; 23% of PP students had attendance under 75% compared with 5% of non-PP and only 19% of PP students had attendance over 95% compared with 42% of non-PP.

The school is committed towards achieving an average A8 grade of 4 (a passing grade at GCSE) with disadvantaged students to increase their life chances regardless of their starting point. This figure is increasing into Year 10 and then again with Year 9 as we continue to work towards this goal.

A breakdown of spending is as follows:

Targeted Pupil Premium initiative, strategy or resource	Allotted Cost (rounded)	Impact of spending
<p>1. Staff salaries and training (see list below)</p> <ul style="list-style-type: none"> ● Proportion of Attendance and Safeguarding staff ● Proportion of Pastoral Support staff ● Proportion of Learning Mentors ● Ed Psych support for PP students 	<p>£209,740</p>	<p>Our support staff have worked with a number of Disadvantaged students throughout the year. These staff are involved in a range of areas including Pastoral, Welfare, Safeguarding, SEND, Behaviour and Attendance. All of which help to ensure Disadvantaged students have access to support to try remove barriers to their learning.</p> <p>Below is a breakdown of students accessing our behaviour provision:</p> <p><u>Term 1 - 15 Weeks</u></p> <p>Targeted Intervention - 24 students 60 min session each week 24 students x 1 hour x 15 weeks = 360 hours = 72 Full Days</p> <p>Emmaus Centre Full day support = 32 (20 PP) = 20 Full Days Half day support = 274 (178 PP) = 89 Full Days</p> <p>C2 - Periods working in Emmaus Centre 2549 (1656 PP) = 331 Full Days</p> <p><u>Term 2 - 11 Weeks</u></p> <p>Targeted Intervention - 32 students 60 min session each week 32 students x 1 hour x 15 weeks = 480 hours = 96 Full Days</p> <p>Emmaus Centre Full day support = 42 (27 PP) = 27 Full Days Half day support = 294 (191 PP) = 96 Full Days</p> <p>C2 - Periods working in Emmaus Centre 1570 (887 PP) = 177 Full Days</p> <p><u>Term 3 - 13 Weeks</u></p> <p>School closure.</p>

		<p>All students selected for targeted interventions by the behaviour team were disadvantaged.</p> <p>This data shows a reduction in the percentage of behavioural support needed by Disadvantaged students across the year. This is constantly evaluated and adaptations made to our provision to meet the needs of our students.</p> <p>The Counseling impact report document is available on this section of the school's website.</p> <p>Our learning mentors provided support to children who were PP but also on the SEN register. Withdrawal occurred for students with EHCPs and those who required SEN support. The impact on year 11 progress across the year with these requirements was +0.1 and +0.53 respectively.</p>
<p>2. Intervention projects</p> <ul style="list-style-type: none"> ● Allocation for departments to bid for funding to provide targeted interventions. 	<p>£ 47,000</p>	<p>Bids were approved and interventions run in all subject areas covering a variety of strategies including:</p> <ul style="list-style-type: none"> ● Creating professional and comprehensive revision materials to help with organization. ● Workshops led by guest speakers including Chief Examiners and other experts. ● CPD to upskill staff in terms of pedagogy. ● Breakfast Club/Intervention sessions with incentives. ● Incentives rewarding good attendance. ● Equipment and other materials. ● Educational trips to raise aspirations. ● Magazine subscription to develop cultural capital. <p>These strategies have been mainly focusing on Year 11 but other year groups have started to be targeted which was not always the case in the past. However, all years get the resources gap filled as standard.</p> <p>The impact on Year 11 disadvantaged students from when these strategies came in was an improvement of 0.41 on average Attainment 8 grade and 0.39 in Progress 8 compared to 0.34 and 0.38 respectively last year. Both measures would indicate that our interventions are becoming more effective.</p>
<p>3. Learning Resources</p> <ul style="list-style-type: none"> ● Accelerated Reader ● Learning Software ● Teaching and Learning subscriptions and 	<p>£6,000</p>	<p>Revision guides were provided to all PP students, free of charge to help them prepare for exams.</p> <p>During lockdown, 200 students across the school struggled to access online learning; the majority of these were</p>

memberships e.g. PiXL club

disadvantaged. As a result, the school made up, copied and personally delivered workbook packs

Accelerated Reader is run with Year 7 and 8 students and the data is as follows:

Current Year group	Ave. Reading age Sept 2018	Ave. Reading age Summer 2019	Growth increase 2018/19	Ave. Reading age Sept 2019	Ave. Reading age March 2020 (lockdown)	Growth increase 2019/20
Year 7 Pupil Premium				10 years 4 months	10 years 7 months	+3 months
Year 7 Non Pupil Premium				11 years 1 month	11 years 3 months	+2 months
Year 8 Pupil Premium	10 years 0 Months	10 years 7 months	+7 months	10 years 9 Months	10 years 11 months	+2 months
Year 8 Non Pupil Premium	10 years 6 months	11 years 3 months	+9 months	11 years 3 months	11 years 5 months	+2 months

The word gap is noticeable between our PP and non-PP intake as is the national trend. Our approach to encouraging reading will need to change to meet this need, however, as Covid will have increased this issue. Lockdown may have had a significant role to play in the reading age lowering as well. The impact of lockdown and students not completing the Accelerated Reader programme can be seen by the growth increase this year compared to last year.

Memberships of other organisations and software such as PiXL including use of various Apps and programs like Mathsbox gave invaluable T&L resources to contribute to raising the outcomes of PP students across a variety of subject areas.

4.Educational Visits & flexible budget

- All year's access discount for trips
- Accessible based on individual need for all years, such as exam re-sits, music lesson subsidies, barriers to learning

£7,000

Every student was allocated £200 to help subsidise any trips or enrichment opportunities. During the year, 57 disadvantaged students have used this budget at least once and the student voice has been positive and they have been grateful. This, therefore, has a positive effect on their attitudes to learning within these subject areas. The number would have been 112 students but due to lockdown trips planned for the summer term were cancelled and we were refunded.

The money committed here was £12000, however, due to the trips we have refunded we actually spent £2205.