

Pupil Premium Statement 2019-20

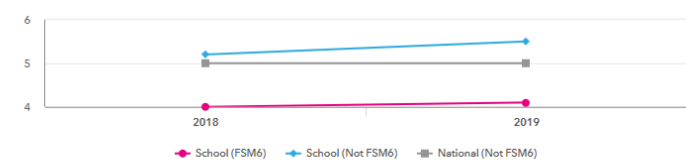
Grant allocation for this academic year: £182 000

GCSE Results August 2019

	Actual results				Pupil Progress			
	Attainment 8 (Overall)	A8 English	A8 Maths	% English & Maths (Grade 4+)	Progress 8 (Overall)	P8 English	P8 Maths	% English & Maths (Grade 4+)
FSM (in last 6 years)	4.1	4.3	3.9	47	-0.13	-0.36	-0.09	+0
Not FSM (in last 6 years)	5.5	5.6	5.2	76	+0.57	+0.36	+0.46	+8

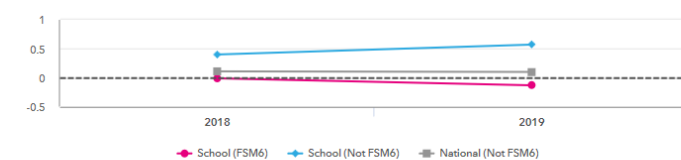
KS4 attainment for disadvantaged pupils 2019

Attainment 8 (Overall) ▾



KS4 progress for disadvantaged pupils 2019

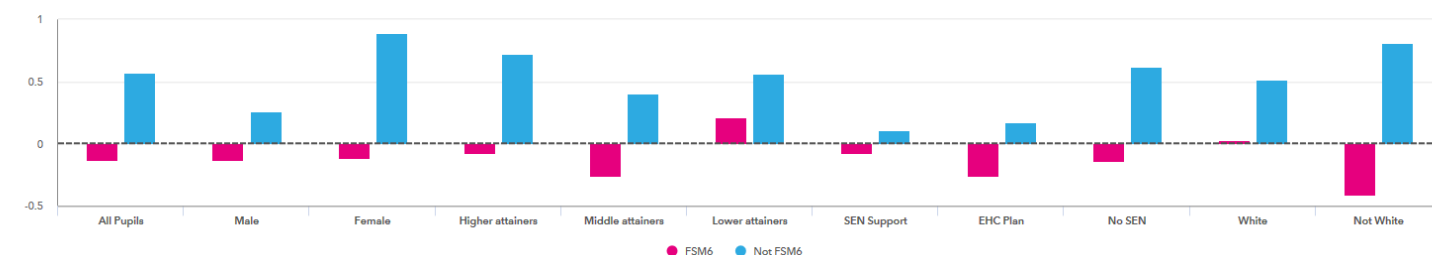
Progress 8 (Overall) ▾



Each pair of bars represent the scores of the FSM6 and non-FSM6 pupils for various pupil groups. The vertical distance between the pink and blue bar shows the attainment gap between FSM6 and non-FSM6 pupil groups.

Progress gap

Progress 8 (Overall) ▾



From this we can see that while Attainment 8 rose very slightly year-on-year for our disadvantaged pupils, our Progress 8 dropped for these pupils, and this in both cases represents a widening of the gap between disadvantaged pupils and their non-disadvantaged peers in our school.

It is interesting to note that the gap in progress between disadvantaged and non-disadvantaged boys is less significant than the equivalent between girls; this is an exact reversal of the outcomes in 2018. We see that disadvantage has had a less pronounced effect on low-prior-attaining pupils; again, this is a reversal of last year's outcomes. We see also that non-white disadvantaged pupils have

progressed less than white disadvantaged students, and that this is also an inversion of the situation last year.

From these inversions, we might conclude that our strategy in 2018-19 of focusing very much on the nexus of disadvantage, low-prior-attainment and being male had an impact; we might equally imagine that the cohorts are far too small to identify trends and that the particular circumstances, needs and identities of individual students who are in the FSM6 category mean that we can always expect to see year-on-year variation.

Positive progress by department in KS3 Term 3 reports

	Art	CS	Drama	DT	English (Reading)	Geography	History	Maths	Music	PE	RPE	Science	Spanish	French	German
Year 7 non-PP	93	89	94	91	72	94	70	72	95	91	82	82	75		
Year 7 PP	87	84	84	90	74	87	83	80	87	83	56	80	56		
Year 8 non-PP	94	84	81	89	74 (74)	73	82	93	96	98	80	93	86	72	60
Year 8 PP	98	80	80	88	68 (71)	71	76	85	88	98	71	85	89	86	50
Year 9 non-PP	93	82	81	83	75 (83)	85	80	89	96	96	78	87	74	94	81
Year 9 PP	83	80	60	74	69 (63)	79	77	83	90	86	77	80	56		63

Summary of main barriers to achievement:

In our context, the low prior attainment of disadvantaged pupils relative to their non-disadvantaged peers is one of the chief barriers to our securing strong educational outcomes. This is relevant in three ways: firstly, that low prior attainers are over-represented in our disadvantaged cohort (see table (a) below); secondly, that evidence suggests that those students who are both disadvantaged and who do not achieve well at primary school are highly unlikely to attain an expected threshold of qualification at 16. That is to say, where both disadvantage and low prior attainment coexist, they are likely to exacerbate and intensify the effects of each other. Finally, it is well documented that disadvantage can, statistically and of course not in every household, lead to low attainment – for instance, in the opening up of vocabulary gaps. Addressing this is therefore crucial, and will impact upon what we do in school, with parents and in partnership with primaries.

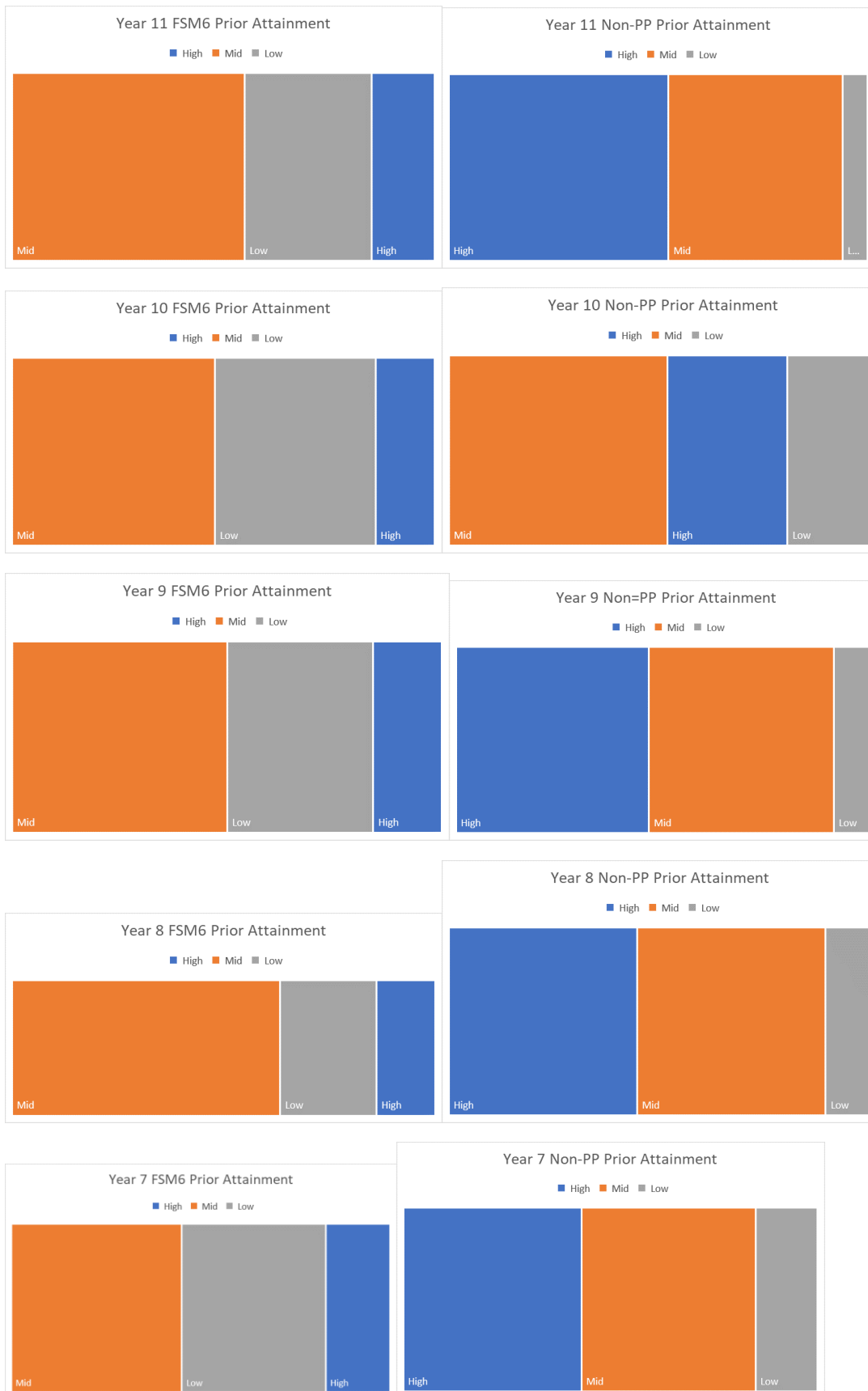
We also recognise that our disadvantaged students are more likely to present with behaviours that are not conducive to strong learning outcomes. This can result from diverse factors such as lack of parental engagement with the school, or, where parents are engaged, other strains in the home environment that students find challenging; from lower aspirations or a lack of value placed on education; from low self-esteem: the reasons are as many and as varied as the students themselves. Clearly, this is an ongoing barrier that we seek to address through our application of behaviour policy, more intense or tailored work with students, counselling, Blue Room support and parental engagement strategy.

In some cases our disadvantaged students are particularly vulnerable to certain risk factors that can lead to persistent absence or persistently challenging behaviour. Where this presents, we have created a tailored Alternative Provision (the Blue School), which provides small group tuition and a thorough pastoral support. In 2018-19, 50% of pupils in this provision were FSM6.

a) Prior attainment

Prior attainment (DfE) for disadvantaged students in comparison to non-disadvantaged peers (as a percentage of cohort for whom prior attainment data is available):

	11		10		9		8		7	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
High	15	53	14	28	16	46	14	45	17	43
Mid	55	42	48	51	50	44	64	45	45	42
Low	30	6	38	21	34	10	23	11	38	15



This shows very clearly how skewed the PP cohort is towards low-prior attaining pupils, particularly when compared to their non-disadvantaged peers. Given everything that is known about how likely it is that low-prior-attaining pupils will leave school with key qualifications, it is crucial that we address this gap.

b) Sustaining progress across Key Stages

Positive progress made by students in Term 2 and 3 reports (2018-19), shown as % of cohort

	Term 2		Term 3	
	PP	Non-PP	PP	Non-PP
Year 7	86	87	84	85
Year 8	84	87	82	86
Year 9	77	83	78	85
Year 10	67	83	54	63
Year 11	65	80		

Positive progress made by students in Term 3 reports (2017-18), shown as % of cohort

	PP	Non-PP	Difference
Year 7	89	90	1
Year 8	85	90	5
Year 9	80	87	7
Year 10	71	80	9

Positive progress made by students in Term 3 reports (2016-17), shown as % of cohort

	PP	Non-PP	Difference
Year 7	85	90	5
Year 8	85	91	6
Year 9	79	86	7
Year 10	56	74	18

In each case, we see the progress of non-disadvantaged pupils hold relatively stable, while that of disadvantaged pupils declines more rapidly, with a more significant falling-away at Key Stage 4.

We may imagine that this relates to what happens when students are faced with the rigours of external assessment and/or curricula. This could be a question of knowledge and recall demands, increased cognitive demands of content, more stringent assessment criteria, exam stamina or communication, and/or their approach to revision.

These, then, continue to be our areas of focus in terms of embedding metacognitive approaches, an approach to improving academic writing, careful design of internal assessments and curriculum to secure knowledge retention early, and targeted revision sessions.

Spending strategy to overcome barriers:

Identified best practice:

It is clear that current understanding of the most effective approach to supporting disadvantaged students is to prioritise excellent teaching. Relating to its publication of June 2019, The EEF Guide to the Pupil Premium, which results from meta-analysis of data, the EEF reports that, 'Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.' In a separate report from 2018, they conclude, as a 'key lesson' from their first six years, 'What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development.' The thrust of the argument is that 'Put simply, it is about more good teaching for all pupils, as this will especially benefit the most disadvantaged.' It thus makes absolute good sense that the Pupil Premium be spent in securing high-quality CPL and other key elements around working practices that lead to the recruitment, the best professional development, and the retention, of good teachers, leaders and support staff.¹

Additionally and relatedly, we look to secure:

A rigorous, systematic approach to data;

An ethos of aspiration and expectation;

An awareness of, and an attitude that directly challenges, unconscious bias and stereotypes related to disadvantage;

An individualised approach to identifying and overcoming barriers. This may include self-esteem, aspiration, factors relating to the home environment, vocabulary, prior attainment, subject-specific and cultural knowledge, IT facilities and competence, poverty-related factors, social mobility;

The highest quality teaching. This has clear implications for the recruitment, professional development, and retention of teachers, leaders and support staff;

A curriculum that is structured to address knowledge gaps, to build knowledge and capabilities, and to secure these long-term;

Fostering a positive, collaborative relationship with parents;

Quality, tailored careers advice that takes nothing for granted.

¹ 'Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods.' EEF Attainment Gap Report, 2018

Introduction for 2019/20

- **One-to-one iPad strategy to be funded for disadvantaged students in Year 7-9 by Easter 2020.**
- **New position created for a Reading TA who will focus intensively on reading with students who have the lowest reading ages. Vocabulary and whole-school reading strategy will adapt to tackle more emphatically word poverty and barriers to learning for these students. Work will continue across the whole school, to implement direct instruction of Tier 2 vocabulary, and of word roots, with a spelling programme and tutor time etymology activities to supplement work in departments.**
- **New TLR position of responsibility for Cultural Capital, with the postholder responsible for creating, monitoring and evaluating opportunities designed to give disadvantaged students the cultural experiences and knowledge that they lack compared to their advantaged peers.**
- **Funding towards new Pastoral Support Assistant roles created, who will build positive relationships with families, offer practical and mentoring support to students, and help to secure attendance at parents' evenings.**
- **Further staff training on metacognition to support long-term retention of knowledge, with opportunities for this built into curriculum areas.**
- **Associate Assistant Principal role to focus on Year 11 achievement and a whole-school approach to academic writing.**
- **Further enhancement and rationalisation of Alternative Provision.**
- **Tailored pathway to run for Year 10 students. The intention is to support low-prior-attaining pupils with their study in terms of understanding content, revision strategies, and also with their attitude to school and support for their next steps. They will have study support for their English, Maths and EBacc subject, and enrichment lessons, rather than take a Modern Foreign Language. Uptake is 38% FSM6 (against a cohort of 13.4% FSM6).**
- **Introduction of a greater range of KS4 courses designed to broaden curriculum offer, expected and intended to have a disproportionate impact on disadvantaged pupils, improving their school experience and leading them to meaningful qualifications. Disadvantaged students disproportionately highly represented on two of the three courses, iMedia (16%) and, especially, Child Development (30%).**
- **Funding of teacher CPL to ensure the highest quality teaching and strongest possible craft and subject knowledge, with the intention being that this will also have a secondary positive impact on teacher retention.**

Continuation of:

- **Coherent mentoring programme. This rationalises and hugely enhances provision in this area, giving a mentor to all disadvantaged pupils who are at risk of underachieving, or who are vulnerable, unless they are already accessing a higher level of support. The programme involves meetings on a half-termly basis, focused on academic progress and barriers to achievement, and engaging parents.**
- **Continual refinement of curriculum to address gaps in knowledge of our disadvantaged pupils, including time devoted to this on Curriculum Development day.**

- Funding for intervention in core subjects: 6 periods per cycle in English, Maths and Science.
- Continual monitoring of their progress and achievement.
- With HODs, time in Line Management and in HODs meetings devoted to: ensuring an incessant focus on the quality of teaching of FSM6 students; ensuring they are prioritised in terms of groupings, curriculum (especially knowledge gaps), approaches to memorising and revision, course-length and homework.
- Continuation of the approach of securing parental engagement at parents' evening and, in Year 11, at parental information evening designed assist parents in supporting their children with revision.
- Priority by Careers Advisor and Deputy Principal for PP students in terms of giving careers and Post-16 advice.
- Funding towards trips with a direct curricular impact, and Duke of Edinburgh Award.
- Funding towards participation in music lessons and sports clubs.
- Purchasing resources that directly tackle attainment, such as revision guides, resource booklets, maps / globes, set texts.
- Funding of Summer School for disadvantaged pupils.

Discontinuation of:

- Funding a second teacher in Accelerate groups. Although this was often perceived to be beneficial, finances have not allowed it; we aim to maintain the beneficial impact by continuing to fund the staff ratio necessary to keep the group small and to ensure there is substantial and coherent TA support in these lessons.

Intended spend:

Activities Week		2,000
ASC		500
Books		750
Ingredients		1,000
IPAD	year 7	4,800
	year 8	4,800
	year 9	2,000
Music Lessons		5,000
Revision Guides		1,000
Sports Clubs		1,500
Stationery		500
STEM in Action		
Study Day		
Summer School		5,000
Taxi		
Trips / visits		6,000
Total discretionary spend		34,850
Reading TA	R Venables	22,976
TLR	J Angell	1,950
Pastoral Support Assistants	Year 7	3,283
(inc Attendance)	Year 8	4,282
	Year 9	3,283
	Year 10	3,870
(inc Homework Support)	Year 11	3,870
SLG oversight		36,306
Enrichment	12 Periods per fortnight	11,000
Mentoring	Teacher	11,000
	TA	4,550

Accelerate: Class Size	Year 7	5,500
	Year 8	5,500
Alt Provision		
	Blue School Staffing	12,987
		7,582
	Link Staffing	7,582
Duke of Edinburgh		5,000
		185,369
Overspend (from rollover)		3,369
CPL		tbc

Review of strategy 2018-19

Grant allocation for last academic year: £162 360, plus £20 786 allocated from 2017-18 budget for academic mentoring

Last year we identified the chief barriers to achievement being low prior attainment, behaviour, and a number of pupils being particularly vulnerable, leading to high (or increasing) absence rates. We linked low prior attainment with a vocabulary gap, and sought to address this. We also aimed to tackle low aspiration and parental engagement.

In order to address and overcome these barriers, we:

- 1) Funded time to focus on disadvantaged students. This included:
 - a) Ongoing monitoring of their progress and achievement.
 - b) Setting up a coherent mentoring programme. A mentor was allocated to all disadvantaged pupils at risk of underachieving, or who are vulnerable, unless they are already accessing a higher level of support. The programme involved meetings on a half-termly basis, focused on academic progress and barriers to achievement, and engaging parents. 66 pupils in Years 8-11 were part of the programme.

Impact:

Pupils were asked to respond to a questionnaire reflecting on how helpful it had been to have a mentor. On average, they felt that the mentor had got to know them well (scored 4/5).

85% felt it had helped them with classwork in all or some subjects, 46% with homework and 31% with revision. 54% felt it had helped with their behaviour or attitude and 33% with thinking about the future. (Not all categories were relevant for all pupils as they had diverse needs and levels of need.) 85% felt it had been helpful that their mentor had met their parent/s or carer/s.

- c) Periods of intervention for English, Maths and Science – six per subject per cycle.

Impact: (Disadvantaged pupils shown in blue, top row; non-disadvantaged pupils in red, bottom row)

	Actual results	Pupil Progress			
	Avg Point Score	Avg Point Score	% 4+	%5+	%7+
English Lang.	4.0	-0.22	-12	-6	-2
	5.0	+0.11	+2	+1	+3
English Lit.	4.2	+0.03	-5	-2	-3
	5.3	+0.46	+7	+13	+7
Maths	3.9	+0.14	+1	+5	-4
	5.2	+0.55	+5	+12	+10

Science (Double Award)	3.6	+0.23	+12	-5	-4
	4.7	+0.7	+16	+12	+7
Biology	6.2	+0.07	+6	-2	+1
	6.5	+0.49	+4	+4	+15
Chemistry	7.4	+1.35	+8	+22	+40
	7.0	+1.02	+7	+14	+26
Physics	7.2	+1.01	+6	+20	+17
	7.1	+1.07	+6	+14	+24

We see here that there is a disparity in impact between the different subjects; what is encouraging, however, is that, with the exception of English Language, the average point score in terms of progress is more positive in these subjects that have benefited from intervention time than is the average across all P8 subjects. As ever, this may be attributable to this intervention, to a greater or lesser extent, or may not be. In any case it is extremely encouraging given that these are non-Options subjects and therefore don't play to pupils' strengths or interests.

2) Introduced strategies designed to positively impact disadvantaged students in particular.

These included:

- a) A vocabulary strategy development to intensively address word poverty in students. This involved:
 - a. two INSET sessions with all teaching staff, plus two further sessions with representatives from departments, intending to develop teacher knowledge in relation to the direct instruction of Tier 2 vocabulary, and of word roots;
 - b. three twilight sessions with primary schools, followed by the dissemination of findings at a cross-Trust, cross-phase INSET;
 - c. a fortnightly spelling programme and weekly tutor time etymology activities to supplement work in departments;
 - d. the ongoing setting of homework focused on reading across subjects, selecting texts for their word-richness as well as appropriate content;
 - e. the creation of an Instagram account to share further texts with pupils, selected as above.
- b) Continual improvement of curriculum design that considered the knowledge gaps of disadvantaged students. A day was allocated for this, when all teaching and TA staff spent the day on curriculum design.

Impact:

54% of staff created resources designed to support disadvantaged pupils in particular. 61% worked on vocabulary acquisition, which could be expected to be of most value to disadvantaged students as that is where the gap is most acutely manifest.

- d) Increased curriculum breadth in Options offer for Year 9 pupils, expected and intended to have a disproportionate impact on disadvantaged pupils, improving their school experience and leading them to meaningful qualifications.

Impact:

Uptake of Child Development was particularly high amongst disadvantaged pupils, who represent 30% of the cohort taking the course. (This year group has the lowest proportion of children receiving Pupil Premium, at 13.4%) Representation on iMedia was just above this, at 16%.

- e) Introduction and design of an Alternative Pathway for KS4, to launch in 2019/20. The intention is to support low-prior-attaining pupils with their study in terms of understanding content, revision strategies, and also with their attitude to school and support for their next steps.

Impact:

Uptake is 38% FSM6.

- f) Running a Study Day prior to GCSEs. This was intended to engage pupils with enjoyable physical and team-building activities after an intensive morning of study skills and key concepts were covered by English and Maths teachers.

Impact:

12 places were funded for disadvantaged Year 11 students, and the day itself was subsidised through Pupil Premium funding. All bar one pupil reported that the day had had a positive impact on their understanding and approach to revision.

- 3) Funded staffing designed to enhance the educational and pastoral provision for disadvantaged students. This included:

- a) Funding towards an enhanced Alternative Provision at the Blue School.

Impact:

All students in the Blue School attended every one of their GCSE exams. Both disadvantaged pupils with published results (FFT Aspire) achieved a 3 in Maths. One also achieved a 3 in English. Clearly it is hard to evaluate this provision against the likely outcome for these students without it.

- b) Funding towards staffing of Accelerate groups in Year 7 and 8, for our lowest prior attainers, to ensure optimum progress by these students. This is a small class in each year group, which benefits from a much higher ratio of adult to learner than is typical of the school. The curriculum is carefully designed to emphasise and revisit key concepts to secure understanding and retention of knowledge, as well as to focus on basic skills and concepts that would usually have been secured in KS1 and 2.

Impact:

Progress of 7A and 8B was better than the cohorts as a whole:

In 7A, 15/20 students were making good or excellent progress in >90% of their subjects; 17/20 were doing so in ≥86%. The average positive progress for the class was 91%. For Year 7 as a whole, it was 84%.

In 8B, 13/15 pupils were making good or excellent progress in > 80% of their subjects. The average positive progress for the class was 90%. For Year 8 as a whole, it was 85%.

- 4) Gave priority to disadvantaged students in terms of careers and Post-16 advice from Careers Advisor and Deputy Principal.

Impact:

94% of disadvantaged pupils were in an appropriate Post-16 setting – this is 34 of 36. Of the two who were not, one could not have expected to have been due to very particular and exceptional circumstances. One is NEET.

- 5) Funded towards 1:1 iPad project for disadvantaged students.

Impact:

£1 607 spent to fund one-to-one devices for 40 children May-August. The educational impact of the programme is yet to be evaluated.

- 6) Ran a parental information evening to assist parents in supporting their children, and continued the approach of securing parental engagement at parents' evening.

Impact:

Attendance at parents' evenings as follows (% of cohort):

Year group	PP	All
7	91	94
8	66	89
9	60	85
10	78	89
11	75	88

- 7) Funded 'cultural capital' trips to address gaps in cultural knowledge. Funded towards trips with a direct curricular impact, and Duke of Edinburgh Award.

Impact:

Duke of Edinburgh uptake by disadvantaged students increased fivefold. 32% of disadvantaged students enrolled on the scheme, far in excess of a proportionate representation (13%).

100 pupils in Years 7-10 were funded for Curriculum Extension day trips, designed to enhance study of the curriculum in inventive ways, and including one off-site study day.

14 pupils were funded towards trips that were compulsory or extremely beneficial directly for their GCSE study.

59 pupils accessed funding for other trips.

63 pupils accessed funding for Activities Week.

Cultural capital trips ran to Cambridge with students in Year 7 and 8, visiting a number of cultural institutions including museums and Cambridge colleges. All pupils receiving FSM were invited.

- 8) Funded GCSE and BTEC courses and additional qualifications / certificates: we offer financial support to students opting for an additional qualification or course, run after school. In particular this is designed to benefit high-prior-attaining disadvantaged students, to give them the same opportunities for as their non-disadvantaged peers.

Impact:

14 children were funded for a course, certificate or qualification.

- 9) Funded towards participation in music lessons and sports clubs.

Impact:

14 FSM6 pupils had music lessons full or partly funded during the year.

- 10) Purchased resources that directly tackle attainment, such as revision guides, resource booklets, maps / globes, set texts.

Impact:

70 children had revision guides, set texts, art packs, equipment and other resources purchased for them.

- 11) Ran a Summer School for disadvantaged pupils transitioning from primary school.

Impact:

This ran for a week of the summer holidays, involving 30 FSM6 students (56%) who were due to join us in September, and 13 members of staff, in addition to a team of scientists from a local company, MedImmune. The programme included English, Maths, Science, Drama, History, Music, Art, prop making, a day at the beach, and cooking, with a performance shared with families at the end of the week.

Feedback from parents and carers was overwhelmingly positive, focused on the confidence it had built and pupils' enjoyment, as well as skills learned and the chance to familiarise themselves with teachers and the environment.

Actual spend

Income: 162 360

Bfwd – for mentoring strategy: 20 786

Total: 183 146

	Sum of Amount
Activities Week	1,940
ASC	487
Books	536
Course	122
Cover Costs	246
Easter Eggs	34
Equipment	32
Ingredients	935
IPAD	1,607
Laptop	240
Leavers	525
Music Lessons	4,787
Revision Guides	814
Software	778
Sports Clubs	1,356
Stationery	529
STEM in Action	116
Study Day	240

Summer School		4,114
Taxi		42
Trip		5,198
Trip/Activity		62
Uniform		1,961
Workshop		145
Total – discretionary spend		26,846
	SLG oversight	28,859
Enrichment	12 Periods per fortnight	11,000
	Mentoring Strategy	20,786
	Interventions	16,500
	Homework	6,175
	HODS	
Class Size	Year 7 Accelerate	5,500
	Year 8 Accelerate	5,500
	Alt Provision	
		12,727
		7,430
		7,430
		148,754
		-
		34,392