



Pupil Premium - Allocation, Spend and Impact

Executive Summary 2020

Summary for Governors

Item of PP expenditure (three highest)	Amount (20/21)	RAG - Impact
Additional staff in core subjects English & Maths	£129,500	Green
Direct Instruction program	£104,300	Yellow
United Support Centre	£67,400	Red

Pupil premium and 2020 Catch-Up Premium strategy / impact

1. Summary information – Pupil Premium							
Academic year	2020-2021		Total PP budget	£360,625		Date of most recent PP Review	30/11/20
Total number of pupils	1,273		Number and %age of pupils eligible for PP	368	28.9%	Date for next internal review of this strategy	30/09/21
	KS3	KS4		KS3	KS4		
Number of PP eligible pupils by key stage	257	111	Budget split by key stage	£238,113	£102,842		
Allocation of PP funding	Ever 6		£340,935 (Sep 20)	LAC	£18,760 (Oct 20)	Service Children	£930 (Oct 20)

ABA Current achievement					
2020 Outcomes <i>(Centre Assessed Grades, including any upward adjustment in final awards)</i>	Pupils eligible for PP <i>(previous year in brackets)</i>	Pupils not eligible for PP <i>(your school)</i>	Pupils not eligible for PP <i>(national average – most recent year available)</i>	UL target for PP students	Difference outcome to previous year (RAG)
Progress 8 score average	-0.9 (-1.53)	-0.14	0.13		+1.44
Attainment 8 score average	32.89 (24.91)	40.31	50.1		+7.42
4+ Basics	47% (23%)	61%	71.5%	73%	+24%
5+ Basics	16% (9%)	31%	50.1%	53%	+7%
5+ GCSEs including English and maths (9-4)	36.8% (20%)	59.3%		73%	+16.8%

AGA Current achievement					
2020 Outcomes <i>(Centre Assessed Grades, including any upward adjustment in final awards)</i>	Pupils eligible for PP <i>(previous year in brackets)</i>	Pupils not eligible for PP <i>(your school)</i>	Pupils not eligible for PP <i>(national average – most recent year available)</i>	UL target for PP students	Difference outcome to previous year (RAG)
Progress 8 score average	+0.43 (-0.2)	+0.67	0.13		+0.63
Attainment 8 score average	46.93 (41.31)	49.81	50.1		+5.62
4+ Basics	63% (54%)	70%	71.5%	82%	+9%
5+ Basics	50% (29%)	50%	50.1%	64%	+21%
5+ GCSEs including English and maths (9-4)	63.3% (46.3%)	67.3%		77%	+17%

2. Planned expenditure 2019 – 2021		
The five headings enable you to demonstrate how you are using the Pupil Premium: to improve classroom practice; to provide targeted support; to improve attendance and behaviour; to support pupils who need to catch up; and to address pupils' special educational needs.		
i. Quality teaching for all		
Action	Intended outcome	Cost
Additional staff in core subjects English & Maths – Lead practitioners	Strongest teachers with most disadvantaged students. Improved outcomes for students in English and Maths In school variation of teaching and learning for PP students reduced.	£129,500
Deliberate practice & weekly CPD program focused on 'Teach like a Champion' strategies & Rosenshine's Principles.	In school variation of teaching and learning for PP students reduced. Improved outcomes for students in all subjects Attainment of PP students in line with non-PP students.	£0
Total budgeted cost		£129,500
ii. Targeted support and intervention		
Action	Intended outcome	Cost
Direct Instruction program	Literacy and numeracy levels of PP students in Years 7, 8 and 9 to improve in order to be able to access the wider curriculum. Confidence and resilience of PP students improved. PP students identified as being below age related expectations at KS3, achieve in line with non-PP peers and national average.	£104,300

Thinking Reading program	PP students identified initially as having a RA more than three years below chronological age improve RA in line with chronological age in order to be able to access the wider curriculum.	£10,169
Maths/English 1:1 tutoring programme	Improvement in attainment and progress of PP students in English and Maths at KS4 in line with national average.	Cost neutral (additional staffing)
P0/P6/Saturday and Holiday Academy	Improvement in attainment and progress of PP students in all subjects at KS4 in line with national average	Cost neutral (additional staffing)
Total budgeted cost		£114,469

iii. Behaviour and Attendance improvement strategies		
Action	Intended outcome	Cost
United Support Centre	Provision of short-term alternative curriculum and support programmes for our most vulnerable students. A reduction in the number of exclusions and increase in attendance for the most vulnerable students.	£67,400
Additional Attendance Officer	Increased attendance rates for PP students. Early intervention for school refusers of students with significant barriers to learning due to non-attendance.	£23,000
Pastoral support	A reduction in the number of exclusions and increase in attendance for the most vulnerable students. Early intervention with students with significant barriers to learning.	£36,000
Total budgeted cost		£126,400
iv. Catch-Up strategies (including transition Y6-Y7)		
Action	Intended outcome	Cost

Direct Instruction program	Literacy and numeracy levels of PP students in Years 7, 8 and 9 to improve in order to be able to access the wider curriculum. Confidence and resilience of PP students improved. PP students identified as being below age related expectations at KS3, achieve in line with non-PP peers and national average.	As above
Total budgeted cost		£0
v. SEND improvement strategies (PP eligible pupils who also have identified SEN)		
Action	Intended Outcome	Cost
1-2-1 Learning coaches with specific remits	Increase in attendance, raised attainment with SEND students, school anxious, vulnerable learners etc. Reduction in waiting time to access outside agency support for most vulnerable learners.	£22,253
United Support Centre	Provision of short-term alternative curriculum and support programmes for our most vulnerable students. A reduction in the number of exclusions and increase in attendance for the most vulnerable students.	As above
Total budgeted cost		£22,253



3. Impact Statement (adapted to review the impact of remote learning during lockdown 20.03.20 – 01.09.20)			
i. Quality teaching for all			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost 19/20
Additional staff in core subjects English, maths & Science. Increase from 8 to 10 sets to decrease teacher to student ratio. E&M additional staff at KS3 for Direct Instruction Program. Use of GW Advisors.	Improvement in attainment and progress across English and Maths at KS4 for PP students compared to previous years. Year 7 student movement from DI into higher streams following additional testing.	This approach is driven by data – data from lockdown is not as reliable as data that will be available from the first round of assessments at the start of this academic year. Moving forward, DI staff are being trained to deliver DI remotely to ensure any further blended learning provision does not impact outcomes for KS3 students already disadvantaged.	£146,700
Deliberate practice & weekly CPD program focused on 'Teach like a Champion' strategies & Rosenshine's Principles	Time has been allocated to develop and evolve T&L within the academies and this continued remotely during lockdown.	Further CPD and micro scripts in place for future remote teaching to ensure consistency of approach.	£13,959
<u>Not included in original plan</u> Blending learning during lockdown – revision books, Chromebooks and booklets	Increased accessibility for PP students to remote/blended learning.	Fuller picture of PP student access to ICT/internet now available. Devices available to loan to students on a rota basis when self-isolating. Move to TEAMS to allow for live lessons/tutor times/DEAR and intervention.	£34,437
<ul style="list-style-type: none"> • How was high-quality teaching sustained during lockdown? • How successful was the remote offer and how do you know? • What lessons did you learn? 			

High-quality teaching was sustained through lockdown through continued CPD, remote drop ins and feedback loops. A mixture of asynchronous and synchronous delivery was utilised along with the UL Curriculum for students and Oak Academy.

The remote offer organically developed and improved, however clear lessons were learnt. Additional CPD has been provided to staff who are now more familiar with TEAMS and are delivering blended lessons to any students self-isolating or delivering via TEAMS if self-isolating themselves. Live lessons are preferable to asynchronous lessons in order ensure engagement from students and monitor and track this. Micro scripts have been developed for staff for delivering both asynchronous and synchronous lessons to ensure consistency of approach.

ii. Targeted support and intervention			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
Direct Instruction program	The impact of DI last year is difficult to measure as it was not able to continue during lock down. Students were provided with DI style lessons and bespoke literacy and numeracy work.	Staff are now trained by NIFDI to deliver DI remotely so that students can continue to receive DI in all circumstances.	See above
Thinking Reading program	Specific students in Years 9 and 10 identified through NGRT testing and Probe testing	This is not a programme that is suited to remote delivery. Staff working with the TR team to look at ways to ensure time is not lost for any future prolonged school closures.	£20,169

1-2-1 English & maths tuition	Improved outcomes in English at KS4 for PP students	Remote intervention can work according to timetabled programme; however, to ensure engagement it needs to be delivered through a live lesson.	
<ul style="list-style-type: none"> How did you target the needs of PP pupils during lockdown? How successful were you and how do you know? What lessons did you learn? 			
<p>Bespoke literacy and numeracy work provided to students in place of the DI programme to target basic skills. Revision guides were provided for any PP students at KS3 who had no access to ICT or the internet. English small group GCSE intervention continued to be delivered by the English tutor remotely to PP students.</p> <p>Whilst some students engaged it was difficult to track through the asynchronous lessons and revision guides. Students at KS4 engaged more fully with the English tutoring.</p>			

iii. Behaviour and Attendance improvement strategies			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost 19/20
Alternative Curriculum Provision	Attendance of Year 11 school refusers improved.	The ACC in its form last year was not fit for purpose and has been relaunched this academic year as the United Support Centre with clear tiers of support and bespoke programmes in place for students. The USC will play a vital part in early intervention for students with behavioural needs to reduced FTEs and to use diagnostic testing to identify barriers to learning.	£65,500



Attendance office & Pastoral support	The gap has closed for PA PP and non-PP students at ABA. Attendance following lockdown for Years 10 and 12 returning to school improved due to daily calls and increased communication.	The gap in attendance of PP and non-PP students continues to be a concern and remains a focus moving forward. The role of the attendance officers and ESW are vital for this.	£50,400
<ul style="list-style-type: none"> • How did you support PP pupils to participate in remote learning during lockdown? • How successful were you? • What lessons did you learn? 			
<p>Calls were made on a fortnightly basis by tutors and a weekly basis by pastoral support/HoYs/DSL or ESW dependent on need. Paper resources were provided where there was limited or no access to ICT/internet.</p> <p>The use of asynchronous lessons and paper resources made it more difficult to track engagement. Weekly KIP tests allowed us to check progress of students and this was followed up through Google Classrooms, calls and use of rewards.</p>			
iv. Catch-Up strategies (including transition Y6-Y7)			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost 19/20
Direct Instruction program	The impact of DI last year is difficult to measure as it was not able to continue during lock down. Students were provided with DI style lessons and bespoke literacy and numeracy work.	Staff are now trained by NIFDI to deliver DI remotely so that students can continue to receive DI in all circumstances.	As above
<ul style="list-style-type: none"> • How did you support transition from Y6 into Y7 during lockdown? • How successful were you? • What lessons did you learn? 			

Transition from Yr 6 into 7 during lockdown was successful due to levels of communication, remote transition day, remote transition evenings, town hall events and use of the website for information.
Remote visits took place with feeder primary schools to ensure all information was gathered as needed.
Year 6-7 engagement with transition activities was high and students started positively in September. DEAR was very popular and prepared students well for the demands of the whole school reading programme.
Issues with admissions forms and SEND paperwork would need to be addressed moving forward as these were not available until later than normal due to lockdown.
PP students writing ages have suffered as a result of lockdown and transition, this will need to be factored alongside reading strategies for future transition activities.

v. SEND improvement strategies (PP eligible pupils who also have identified SEN)

Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost 19/20
1-2-1 Learning coaches with specific remits CPD	Greater access to learning coaches for PP students – especially ELSA.	Learning coaches played a vital role in supporting students during lockdown and this is something we need to continue to develop for our blended provision. Learning coaches came in to support key worker students as well as PP and SEND students specifically identified.	£22,253
Alternative Curriculum Provision	Attendance of Year 11 school refusers improved – including those with SEND.	The ACC in its form last year was not fit for purpose and has been relaunched this academic year as the United Support Centre with clear tiers of support and bespoke programmes in place for students. The USC will play a vital part in early intervention for students with behavioural needs to reduced FTEs and to use diagnostic testing to identify barriers to learning.	As above

- How did you support pupils with SEND to access remote learning?
- How successful were you?
- What lessons did you learn?

Learning coaches played a vital role in supporting students during lockdown and this is something we need to continue to develop for our blended provision.
Learning coaches came in to support key worker students as well as PP and SEND students specifically identified.
The ACC provided support for key worker students, PP students and SEND students during lockdown.

Support during lockdown was to purely to support with work set by staff, moving forward this would develop to allow for normal interventions to take place for these students in line with their timetabled support/provision.

4. Additional comments

Further funding has been utilised to reduce barriers to learning for specific students, e.g. support with uniform and equipment.

