

Pupil Premium Report (2020)



Believe, Succeed, Together

September 2020

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1.0 Definition of Disadvantaged Pupils

In 2011, the Government sought to address the inequality in attainment of disadvantaged pupils (compared to their non-disadvantaged counterparts) by allocating funds to schools.

'Disadvantaged pupils' refers to those pupils who attract government pupil premium funding i.e. those pupils claiming free school meals at any point in the last six years and those who are looked after by a local authority or who have ceased to be looked after by a local authority.

Full details on the funding arrangements can be found at: <https://www.gov.uk/government/publications/pupil-premium/pupil-premium> and are summarised below.

Pupil Premium Category	Pupil Premium Grant
Pupils in Year 7-11 recorded as Ever 6 FSM	£955
Looked after children (LAC) and previously looked after children (PLAC)	£2,345

The Service Premium is not part of the Pupil Premium. This funding is to help with pastoral support.

Service Premium Category	Service Premium Grant
Pupils in Year 7-11 recorded as Ever 6 Service Child i.e. parent is s serving in HM Forces or has retired on a pension from the Ministry of Defence.	£310

2.0 Academy Demographic of Disadvantaged Pupils

In 2019-20, there were **255** Pupil Premium pupils on roll which constituted **24.6%** of the pupil population vs. NA of **28.9%**.

Year Group	Number of Pupils	Number of Disadvantaged Pupils
7	226	63
8	219	55
9	216	54
10	191	42
11	184	41
Total	1036	255

3.0 Barriers faced by Disadvantaged Pupils

3.1 Generic Barriers

The main generic barriers faced by disadvantaged pupils are:

- Low aspirations.
- Lack of confidence.
- Low self-esteem.
- Poor social and emotional support networks.
- Intergenerational underachievement.
- Poor attendance.
- Poor behaviour.

3.1 In-School Barriers

The main in-school barriers faced by disadvantaged pupils are:

- Attendance <NA for all pupils.
- Lack of parental engagement which diminishes further over time.
- Lack of CIEAG focus which leads to diminishing aspirations.
- Influence of negative social groups which contributes to poor attendance and behaviour.

4.0 Strategies used to improve the Achievement of Disadvantaged Pupils

The main strategies that have been used and will continue to be used are:

- Promoting and reinforcing an ethos of high achievement for all.
- Appointing highly competent teaching staff in EBacc subjects.
- Assigning the best teaching practitioners to groups with disadvantaged pupils.
- Deploying specialist tutors to work with pupils in small groups and on a 1:1 basis.
- Creating smaller sets in KS4 English, Mathematics and French.
- Assigning a mentor to all Year 11 disadvantaged pupils.
- Prioritising CEIAG for disadvantaged pupils.
- Providing educational resources and access to trips and events – academic and cultural capital.
- Regularly reviewing achievement data through Pupil Achievement Tracker (PAT).
- Incorporating pupil achievement objectives for disadvantaged pupils into performance management appraisals.
- Deploying the Local Authority Attendance Officer to specific cases to support improvements in attendance.
- Raising aspirations through university visits, guest speakers and ‘drop-down’ events.
- Providing additional access to the in-house BACP Counselling Service and an option to access an external service.
- Acting as a Lead School in DfE programmes e.g. ‘Most Effective Strategies for Disadvantaged Pupils’.

5.0 Income and Expenditure

The Academy received **£219, 725** for the academic year 2019-20. The breakdown of this expenditure is detailed below.

Code	Support	No of Pupil Premium Pupils	Cost	Summary
TS	Teaching staff	255	£114, 176	The Academy employed two highly competent members of staff in EBacc subjects – Maths (£62, 746) and MFL (£51, 430) to teach all pupils, including disadvantaged pupils.
TUT	Tuition	255	£39, 359	The Academy employed tutors on a part time basis in English and Mathematics. These tutors worked with disadvantaged pupils on a 1:1 basis and/or in small groups. All disadvantaged pupils received a minimum of 4 hours tuition throughout the year and the level of provision was determined by the rate of progression towards their Forecast Grade.
SCI	School Closure Intervention	41	£ 18, 037	The Academy paid teaching staff for KS4 subject specific intervention which took place during school closure periods. The intervention covered a range of activities including: completion of controlled assessments, preparation for examinations and booster sessions.
ER	Educational Resources	194	£ 36, 116	The Academy covered the cost of a range of resources including: online safety workshop (£1, 400), general textbooks (£4, 455), Mathematics textbooks (£6, 252), Science textbooks (£6, 177), English textbooks (£4, 410), licenses and subscriptions (£2, 119), Young Enterprise tickets (£1, 350), reading tests (£3, 180), noticeboards (£1, 306), planners (£4, 789) and sundries (£677).
ET	Educational Trips and Events e.g. PGL, Ypres, DofE.	10	£ 2, 708	The Academy covered the cost of external trips and educational visits for disadvantaged pupils.
CA	CEIAG	67	£ 1, 773	The Academy provided additional external careers advice for KS4 disadvantaged pupils.
BACP	BACP Counselling Service	10	£ 5, 035	The Academy provided additional pastoral support for disadvantaged pupils through the internal BACP Counselling Service (£3, 100) and child and family intervention (£1, 935).
OTH	Other	61	£2, 979	The Academy covered the cost of a range of other activities including: home tutoring (£125), attendance rewards (£454) music tuition (£480) and Brilliant Club (£1920).
Total			£219, 725	

When the above expenditure was reviewed, the most (cost) effective strategies were TS, TUT and SCI, the impact of which is covered in section 6.0.

6.0 Impact of Funding

6.1 Year Group Breakdown

Year Group	% Meeting or Exceeding Forecast Grade (English)	% Meeting or Exceeding Forecast Grade (Maths)
7	62%	67%
8	67%	66%
9	64%	69%
10	74%	71%
11	88%	83%

*The Forecast Grade is derived from FFT Type D Rank 20.

6.2 Year 11

6.21 Disadvantaged Pupils' Performance (2020 vs. NA) - Standard Pass

	2020	National Average for Disadvantaged Pupils	Performance Differential
9-4 in English	85%	59%	+26%
9-4 in Maths	88%	51%	+37%
9-4 in English and Maths	80%	45%	+35%
EBacc APS	4.59	3.07	+1.52
Attainment 8 (A8)	50.22	36.73	+13.49
Progress 8 (P8)	0.41	-0.44	+0.85

In 2020, all measures recorded a positive differential when compared to the NA for disadvantaged pupils.

6.22 Disadvantaged Pupils' Performance (2020 vs. NA) – Strong Pass

	2020	National Average for Disadvantaged Pupils	Performance Differential
9-5 in English	71%	42%	+29%
9-5 in Maths	63%	30%	+33%
9-5 in English and Maths	56%	25%	+31%
EBacc APS	4.59	3.07	+1.52
Attainment 8 (A8)	50.22	36.73	+13.49
Progress 8 (P8)	0.41	-0.44	+0.85

In 2020, all measures recorded a positive differential when compared to the national average for disadvantaged pupils.

6.23 Disadvantaged Pupils' Performance (Subjects)

	2018		2019		2020	
	National	Academy	National	Academy	National	Academy
Art	75%	84%	75%	50%	86%	75%
Business Studies	65%	83%	66%	83%	80%	86%
Citizenship	65%	83%	63%	65%	80%	83%
Computer Science	61%	50%	66%	75%	75%	-
Drama	74%	57%	74%	80%	86%	86%
English Literature	74%	80%	73%	69%	79%	85%
English Language	70%	67%	62%	56%	71%	85%
French	70%	29%	70%	37%	82%	58%
Food Technology	63%	33%	64%	33%	78%	67%
Geography	65%	57%	65%	36%	75%	68%
Graphics	62%	20%	63%	33%	79%	86%
History	64%	71%	64%	65%	74%	88%
ICT	67%	80%	67%	67%	67%	-
Mathematics	71%	93%	60%	78%	67%	90%
Music	75%	100%	75%	75%	89%	75%
Physical Education	70%	80%	70%	70%	87%	90%
Double Science	55%	55%	55%	44%	64%	73%
Statistics	72%	100%	73%	83%	83%	100%
% subjects ~> national		67%		61%		69%

From 2018-2020, disadvantaged pupils' performance when compared to the NA for **all** pupils, exceeded the national average in over 60% of subjects.

*A statistical significance test could not be applied to the data above. In this instance, green indicates that the data was equivalent to or greater than (~>) the national average for **all** pupils.

6.24 Disadvantaged Pupils' Attendance

Pupil Group	2017-18			2018-19			2019-20		
	Academy	National	Variance	Academy	National	Variance	Academy	National	Variance
All Pupils	96.1	94.6	+1.5	96.0	94.5	+1.5	96.1	94.5	+1.6
Disadvantaged	94.2	92.2	+2.0	93.2	91.9	+1.3	93.4	91.9	+1.5

From 2018-2020, the attendance of disadvantaged pupils was consistently above the national average for this group and broadly in line with the national average for all pupils.

6.25 Disadvantaged Pupils' Persistent Absence

Pupil Group	2017-18			2018-19			2019-20		
	Academy	National	Variance	Academy	National	Variance	Academy	National	Variance
All Pupils	8.4	13.6	-5.2	7.9	13.9	-6.0	7.5	13.9	-6.4
Disadvantaged	16.4	24.1	-7.7	16.8	24.6	-7.8	15.0	24.6	-9.6

From 2018-2020, persistent absence among disadvantaged pupils was consistently below the national average for this group. Further, the variance against the national average has increased year-on-year.

6.26 Disadvantaged Pupils' Fixed Term Exclusions

Pupil Group	2017-18			2018-19			2019-20		
	Academy	National	Variance	Academy	National	Variance	Academy	National	Variance
All Pupils	6.2	8.6	-2.4	5.4	9.4	-4.0	3.0	9.4	-6.4
Disadvantaged	12.8	21.1	-8.3	12.2	23.0	-10.8	8.6	23.0	-17.4

From 2018-2020, fixed term exclusions among disadvantaged pupils was been consistently below the national average for this group. Further, the variance against the national average has increased year-on-year.

6.3 Other

6.31 Eastwood Scholars Programme – The Brilliant Club

The Scholars Programme has been used at the Academy to target disadvantaged high prior attainers as evidence shows that these pupils are especially at risk of underachievement nationally. As a supra-curricular intervention, assessed at a level above a pupil's current key stage, The Scholars Programme develops pupils' cultural capital and readiness for the next stage of their education. The Scholars Programme has been cited as an effective use of Pupil Premium Funds by Ofsted (Ofsted, 2013. pp. 12 & 19).

On The Scholars Programme this year, 4 pupils were eligible for the Pupil Premium Grant. Their average attendance was 100 %, which means they received 28 hours of tutoring from a PhD researcher. Of these pupils, 3 received a 2:1, indicating that they are performing very well at the key stage above their current level.

6.32 NEETs

On GCSE Results Day, pupils completed an e-survey of their **intended** destination. All 41 disadvantaged pupils in the 2020 cohort were recorded as being in employment, education or training. This will be checked in October 2020 and March 2021.

7.0 Pupil Premium Strategy 2020-21

7.1 Aim

To ensure pupil premium funds are spent in a targeted way, ensuring that pupils receive the opportunity for additional support and access to all learning opportunities within the Academy.

7.2 Objectives

- To increase the % of disadvantaged pupils meeting or exceeding their FFT Forecast Grade to ~>70%.
- To continue to improve outcomes so disadvantaged pupils achieve >NA +sig in the key performance measures – Basics, EBacc APS, A8 and P8.
- To continue to improve the attendance of disadvantaged pupils so it is ~> the NA for all pupils.
- To continue to reduce the persistence absence of disadvantaged pupils so it is ~< the NA for all pupils.
- To continue to reduce the number of fixed term exclusions as a % of disadvantaged pupils so it is ~< below the NA for all pupils.
- To ensure that disadvantaged pupils are prioritised in terms of CIAEG and 100% are in education, employment or training when they leave the Academy.
- To ensure attendance at parent consultation evenings (or other appropriate parental engagement activities) for disadvantaged pupils is 90%+.

7.3 Funding and Planned Expenditure

The Academy will receive **£219, 725** the academic year 2019-20. Refer to the table overleaf.

The impact of the expenditure will be assessed against the objectives delineated in section 7.2.

Code	Support	No of Pupil Premium Pupils	Cost	Rationale
TS	Teaching staff	236	£105,568	To achieve the attainment and progress objectives in section 7.2.
TUT	Tuition	150	£35, 000	To achieve the attainment and progress objectives in section 7.2.
SCI	School Closure Intervention	41	£ 12, 000	To achieve the attainment and progress objectives in section 7.2.
ER	Educational Resources	180	£ 30, 000	To facilitate achieving the attainment and progress objectives in section 7.2.
ET	Educational Trips and Events	30	£8, 000	To increase extracurricular participation and cultural experiences. The principal aim is encourage a sustained separation from negative social groups/associations outside of school, with a positive effect on attendance and behaviour.
CA	CIEAG	80	£5, 000	To improve aspirations and motivation. Targeted (and more frequent) CIEAG will be prioritised for all disadvantaged pupils and begin earlier i.e. Year 7.
BACP	BACP Counselling Service	15	£4, 000	To improve self-esteem, self-confidence and emotional support networks, with a positive effect on attendance and behaviour.
ATS	Attendance Service	25	£3, 000	To improve attendance, particularly in regard to persistent absenteeism.
OTH	Other	61	£3, 660	To improve parental engagement. There will be an increased focus e.g. 1:1 meetings, small group meetings, pupil-parent bonding activities and events to encourage sustained positive engagement, which will also begin earlier i.e. Year 7.
Total			£206, 228	

7.4 Review

The strategy will be reviewed on a half-termly basis by the Assistant Principal, Mr. M. Cartlidge who will report directly to the Principal. An annual review will occur in June 2021.