

Pupil premium Impact statement 2019-20

NOTE: This academic year was impacted by school closures from March 2020 due to the coronavirus pandemic and as such the spending strategies put in place were not able to run their course. In places, the spending was adjusted to help close the gap between students in receipt of the pupil premium and their peers whilst learning remotely. In other places the interventions listed were not able to continue due to the school closures.

The final column reviews each strategy and has been colour coded to inform of intent to continue or not with individual interventions (Green=continue due to positive impact OR need chance to demonstrate due to closures, Amber=further discussions and alternatives required, Red=Impact is not evident and will not continue)

3 year strategy (2019-2022) To close the progress gap (currently at -0.57 provisional) between those pupils in receipt of the Pupil Premium and the rest of the cohort. To increase the Attainment 8 average of our Pupil premium (currently at 36.72). To ensure that those pupils in receipt of the funding all go on to further study through college courses or apprenticeships.					
1. Summary information					
School	Perins School (part of the Perins MAT)				
Academic Year	2019/ 2020	Total PP budget (Apr '19 – Apr '20) £105,370		Date of most recent PP Review	21/09/19
Total number of pupils	1077 years 7- 11	Number of pupils eligible for PP	101 that are pupil Premium in years 7- 11 Inclusive	Date for next internal review of this strategy	28/01/20

2. Current attainment		
	Pupils eligible for PP your school 2019 (national average)	Pupils not eligible for PP (2019 Provisional national average)
% achieving pass in English and Maths	44	63.6
Progress 8 score average	-0.6 (-0.4)	0.13
Attainment 8 score average	36.72 (37)	50.6

Summary			
<p>Provisional achievement and progress indicators show that disadvantaged pupils from 2019 cohort are in line with previous 2 years. There is still a gap between those that are not eligible and those that are.</p> <p>The small number of year 11 pupils in receipt of PP (15) has meant that there was a significant skew on this year's data due to having 3 pupils (20%) with extremely low scores due to persistent absence, complicated backgrounds and poor behaviour.</p> <p>Persistent absence for the Pupil Premium will be a key focus moving forward.</p> <p>We have a larger number of PP in the next cohort and early indicators (October predictions) demonstrate that the intervention and spending from the last 2 years is making a significant difference with progress currently showing as positive (+0.03) and the percentage achieving 4+ in E & M at 60% (just 3% below national average for other pupils (not eligible for PP).</p>			
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers			
A.	Higher levels of challenge for all students including PP students.		
B.	Consistently good teaching and learning to promote the progress of PP students.		
External barriers			
C.	Persistent absenteeism for certain PP students Student and parental attitudes towards education Poor parental engagement with some families in the community. Some disadvantaged students do not have the space, correct environment or attitude to work at home.		
4. Areas of Focus for following period (2019-20) (desired outcomes and how they will be measured)		Success criteria	Impact / Review
A.	Improve the progress of disadvantaged students through high quality teaching and learning.	The quality assurance of lessons involving disadvantaged students will show at least a good standard of teaching and learning with no inadequate teaching. Higher expectations and aspirations of disadvantaged students will result in progress throughout the year.	Staff professional development was significantly impacted. Where T&L professional development took place, individuals disseminated through department areas. To move this forward we will promote a standing item in department agendas focussed on T&L developments to ensure a consistent improvement across departments and directorates.

B.	Effectively use data tracking points based on high quality assessment to identify disadvantaged students for interventions	Effective data analysis based on accurate assessments will result in interventions being allocated to those disadvantaged students that need it the most. Intervention sessions will be quality assured and progress tracked (through progress group AHM). This will result in the progress of disadvantaged students. Behaviour and attendance data will also be tracked (Pastoral) to ensure interventions are put in place so students are not missing the high quality teaching and learning happening in lessons.	KS4 PP were tracked as a separate focus group by the PP coordinator and individual follow up support plans were being drawn up. Parent meetings were being held in an effort to engage parents/carers in student progress. Current referral process to progress group relies on Departments focussing on PP students for interventions which isn't always in tune with the whole cohort data. Moving forwards a review of the progress referral process will incorporate focussed discussions and interventions of the PP in comparison as a focus group.
C.	Improve engagement with disadvantaged pupils and parents in the community.	Employment of pupil premium coordinator and progress managers will help with: Greater contact with disadvantaged student's parents through phone calls, academic mentoring, parental support evenings and attendance to parents' evening will result in improved progress, attendance and behaviour for disadvantaged students.	PP coordinator worked with the single data trawl prior to the school closures and began striking up comms with parents/carers. The regularity of the data trawls and the school closures significantly impeded this area of focus.
D.	Ensure all PP students have a wide range of extra-curricular activities and curriculum focused trips available to them to support progress and enrich their education.	Curriculum 'field trips' and enrichment activities will result in better student wellbeing as well as success out of the classroom (such as sporting success and creative arts involvement).	Significantly impacted by the school closures with the majority of enrichment trips and visits being cancelled due to the pandemic.

The table below shows a detailed plan of how we at Perins School intend to spend the pupil premium budget and the rationale behind the expenditure. It also details how we at the academy intend to monitor the strategies and which member of staff will be held to account. Finally, the last column outlines the expected impact of the spend

Planned expenditure							
Academic year		2019/2020					
The four headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.							
A. Improve the progress of disadvantaged students through high quality teaching and learning.							
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Predicted cost	Expected impact	Impact/Review
Improve the progress of disadvantaged students through high quality teaching and learning.	Easter revision sessions for yr11 students run by all departments. Staffing costs and resources	Engagement over the last 3 years has been good with over 80% of pupils accessing sessions. Guided revision from experienced members of staff will be at least as good as anything done independently	TLs to organise sessions and staffing for their department sessions. Individual invitations sent to the Pupil Premium	NEV/BIL	£5200	Higher levels of revision and hence progress/attainment of year 11.	Cancelled – will look to continue in future years to gauge impact before full review is made
	Courses of 1:1/ small group tuition in Science; English; Maths and Humanities in KS3 & 4	Targeted interventions as an individual or in a small group will enable personalised learning/revision to take place with greater teacher input	Tracking of small groups/individuals. Reporting from tutors. Pupils chosen using in-depth data analysis	NEV, GRF, BAR	£8400 (8 sessions per week for 30 weeks at \$35ph)	Increase in progress and attainment of targeted groups	Successful in terms of engagement in interventions. Most focus was towards Y11 which can't be measured with accurate data due to CAGs
	Software package. (Dyslexia Portfolio)	Detailed analysis of pupil dyslexia portfolio can help with interventions and supporting pupils through QFT and informing pupil passports	Proactive and reactive trawls ensuring all teachers/support staff involved with supporting pupils are fully informed.	TAN, FAI, CRA	£1000 (Annual license)	Better informed staff (and parents) helping pupils to make expected (or better) progress	19 PP students engaged in 'expected hours' over the course of 'normal' school. Good or better progress noted in

						across all subjects	all 19 that fully engaged.
	Supporting students' independent study habits through the provision of study resources (revision guides, work & text books)	Exam-board specific resources will support pupils in the best way possible when it comes to exam preparation.	Work with Teamleaders to ensure they can pursue materials for the Pupil premium if they are lacking	WES, DIC	£1120 (£17.50 for each KS4 pupil in receipt of funding)	Better preparation and hence greater progress/attainment.	Completed – will continue with this provision as maintains equal standing with peers
	Raising independent learning aspirations – Homework club every day (KS3 lunchtime) (KS4 afterschool 2 sessions weekly)	Disengagement of disadvantaged pupils is proportionally higher than their Peers. Supported homework sessions can assist with addressing this.	Work alongside tutors and parents to signpost specific pupils who would benefit from this intervention	FAI, TAN	£7644 (@ £28ph)	Increase in engagement with independent learning and hence greater progress/attainment	KS3 had a better attendance but this needed staff timetabling and targeted promotion from the data trawls that didn't happen. Will continue to assess properly.
	Software to support the development of reading and spelling ages of targeted students (Accelerated Reader resources, Spellzone)	Disadvantaged pupils have lower reading levels than their peers nationally	Librarian will be given task to implement and time given in tutor periods to engage all pupils	CHA	£1370 (£200 license plus 1 hr per week of librarian time at £28ph)	Increase in reading levels/ages	All PP in KS3 had access to resource and 6 PP students were flagged for 'Intervention' or 'urgent intervention'. This was started but did not complete due to closures so progress is difficult to assess.

Total budgeted cost

£24,734

B. Effectively use data tracking points based on high quality assessment to identify disadvantaged students for interventions and implementation of those interventions

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Predicted cost	Expected impact	Impact/review
Effectively use data tracking points based on high quality assessment to identify disadvantaged students for interventions	To continue raising teaching staff confidence levels in using tracking systems for monitoring key students.	Early/timely interventions are key in addressing attainment/progress. Data literate staff will lead to early interventions	Training for all staff relevant to their role. Regular data trawls.	NEV/Progress team	£3300 (9% of total cost)	Early identification, parental communication and pupil intervention where necessary	Data competency cpd program cut short. Will be necessary to continue this to fully review impact
	Additional staffing required for 1:1 intervention work in KS3 & yrs 10/11	Targeted interventions as an individual or in a small group will enable personalised learning/revision to take place with greater teacher input	Timetabling monitored by SLT line managers. 5th class built in to yr11 timetable	BAR, GRF	£11250 (25 lessons per fortnight for 30 weeks at £30ph)	Greater progress/attainment	This was significantly impacted and so a program of online tutoring through MyTutor was explored during the summer. Initial anecdotal feedback was positive from students and parents. Closing of the gap difficult to gauge but CAG data implies that the gap was closed significantly. Will continue to use online tutoring

	Aspirations TLR for teaching member of staff to coordinate interventions and support specifically for pupils in receipt of pupil premium funding	Engagement of disadvantaged families is proportionally lower than non-disadvantaged. Go-to member of staff who will coordinate will ensure all families have best chance to engage with their child's learning	Line management and performance management. Time and resources provided.	AHM, NEV	£7500 (TLR for AHM)	Increase in engagement of disadvantaged families, greater progress of disadvantaged pupils and well informed staff of individual needs.	PP Coordinator role was significantly affected by the closures and also staff absence. Looking forwards will see if this role fits with progress managers with oversight of key stages across the school
	1:1 Twilight session for disaffected students in KS4 (including staffing and resources)(15 weeks x 3 hour)	Engagement of disadvantaged families is proportionally lower than non-disadvantaged. Go-to member of staff who will coordinate will ensure all families have best chance to engage with their child's learning	Regular reporting on individuals. Personalised timetables produced to ensure best chances of success	WES	£1575 (Hourly rate of £35)	Re-engagement of individuals resulting in greater progress/attainment from poor starting positions	Significantly impacted by closures as twilights due to commence in Spring 2.
	Additional staffing required for intervention work in English and Maths	Targeted interventions as an individual or in a small group will enable personalised learning/revision to take place with greater teacher input	Line management of Eng/Mat. Time given for Tutor time interventions	GRF, BAR	£3510 (6x20 mins for 39 weeks covering E&M)	Increase in attainment/progress of targeted pupils in year 11	The program was difficult to run due to the impact on other subject areas due to withdrawal. Focus going forwards will be on 1:1 programs through online tutoring which will not

							negatively affect other subject areas

Total budgeted cost £27,135

C. Improve engagement with disadvantaged pupils and parents in the community.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Predicted cost	Expected impact	Impact / Review
Improve engagement with disadvantaged parents in the community.	Supporting families in accessing our notebook provision. Families at Perins are invited to take part in our lease scheme which allows each student have their own laptop.	Personalised learning opportunities through use of notebook and allowing pupils to access resources at their will.	Ensure that IT services team have all PP listed with a device.	C.Cleaver	£12,120 (50% contribution towards all Pupil Premium budgeted for)	Access to all resources (internal and external) and best position possible to engage fully with lessons and independent learning	Ensuring all PP are accessing the notebook provision ensured that attendance/engagement in remote learning was in line with all groups and there was no impact due to the school closures and lack of suitable devices
	GM for supporting students with social and emotional issues. Appropriate training and time set aside to provide support.	Pastoral/emotional support for pupils to allow them to be in best state of mind to learn and progress	Performance management of GM and regular team meetings	CAL	£14140 (4 hours of support per pupil over the course of the year)	Improvement in attendance, behaviour and progress	Some pupils received significantly more than allocated time. This was in part due to school closures and impact on mental health.

	Uniform & other clothing required for school activities	Pupils that feel a part of an organisation/ community are more likely to engage well and make progress	Budget for the year, Respond to requests for support in a timely and fair fashion	WES	£1515 (£15 per pupil budgeted for)	Pupils feeling a part of a group/school will improve engagement and hence progress/attainment.	No evidence either way
Total budgeted cost					£27,775		

D, Ensure all PP students have a wide range of extra-curricular activities available to them to support progress and enrich their education. Ensure all PP students receive a tuition on metacognitive strategies enabling them to grow in to self-regulated learners.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Predicted cost	Expected impact	Impact/Review
Ensure all PP students have a wide range of extra-curricular activities available to them to support progress and enrich their education.	Duke Of Edinburgh	Sutton Trust and EEF report that disadvantaged pupils will benefit more from additional spending on extra-curricular activities	Respond to requests for support in a timely fashion	BLA	£500	Disadvantaged pupils enrolling, engaging and completing The Duke of Edinburgh award	Program cancelled
	Increase hours for CEaIG, directly targeted at PP students	Disadvantaged pupils are more likely to leave full time education before non-disadvantaged pupils	Line management of Careers advisor.	CRA	£1200 (40 Pupils in Yrs 10 & 11, 1 session each at £30ph)	All disadvantaged pupils moving on to further education and/or apprenticeships	All PP ('20 leavers) enrolled on further education courses in Oct '20
	Sky Living for Sport	Pupils given additional	Staff lead resourced.	JON	£1500	Successful	Program was

		support to boost self-esteem and self-worth are more likely to succeed	Time off timetable if needed. Funding for activities provided.		(Package cost plus time for coordinator)	participation in the program for identified disadvantaged pupils with low self-esteem.	postponed/cancelled
On-site and off-site enrichment activities	Sutton Trust and EEF report that disadvantaged pupils will benefit more from additional spending on extra-curricular activities	Budget for assistance. Respond to requests for assistance in a timely fashion.	WES	£8530 (25% contribution towards enrichment trips for each PP in each year group)	Greater engagement of disadvantaged pupils and their families resulting in greater progress/attainment	Most enrichment opportunities were cancelled	
Curriculum trips and visits participation costs	Sutton Trust and EEF report that disadvantaged pupils will benefit more from additional spending on extra-curricular activities	Budget for assistance. Respond to requests for assistance in a timely fashion.	WES	£9396 (25% contribution towards curriculum trips for each PP in each year group)	Greater engagement of disadvantaged pupils and their families resulting in greater progress/attainment	Most enrichment opportunities were cancelled	
'Leader in Me' programme	EFF reports that metacognition and self-regulation are one of the most influential strategies in 'closing the gap'.	Staff CPD for the 'leader in me' programme	CRA	£2500	Staff using the language and strategies at all times in their teaching and pastoral care of all students.	First 'Habits' CPD has been completed but training postponed due to closures	
KS3 'enrichment' programme	EFF reports that	Observation and analysis	TL	£2100	Broadening of	Anecdotal	

		metacognition and self-regulation are one of the most influential strategies in 'closing the gap'.	of various strands associated with the program		(6 strands x 10 hrs planning and prep for 8 staff)	curriculum experience for KS3 pupils. New skills and self-regulation techniques experienced and developed by all learners	feedback has been positive. Will need a full year of program to evaluate
Total budgeted cost					£28,200		