

## The Pupil Premium at Passmores Academy

### 2020-21 PROJECTION

How funds are allocated to ensure that barriers to education are broken down for all.

**David Butler, Associate Assistant Principal**

### Preamble

Passmores Academy has a long tradition of supporting disadvantaged pupils whose financial and/or social background is a potential barrier to learning.

The Pupil Premium is a gratefully received funding stream that coordinates perfectly with our charity, *No Child Without*. Here is the statement of ethos from our charity: '*No Child Without* is a charity, run by Passmores Academy, designed to provide educational and enrichment opportunities for all children, so that financial hardship is not able to dictate life chances.'

Our methodology is to provide concrete and measurable support via the Pupil Premium and to bolster this with our charity, which seeks to provide a range of more intangible opportunities to our students.



# The Allocation of the Pupil Premium

## Summary of our Approach

In seeking to allocate funds to pupils we considered a range of barriers to learning that might be experienced by the specific cohort. We also considered their year of study, so that an element of dovetailing to fit specific year group needs became inevitable.

In some cases a reduction in funding stream from another source has been ameliorated by the Pupil Premium, with the result that by part-funding existing effective opportunities within the school, the Pupil Premium has effected the continuation of such services due to the fact that their subscription was highly-skewed towards students in receipt of the Pupil Premium.

In accordance with our inclusive ethos we rarely offer opportunities only to a specific cohort, particularly when they are determined by the drawing of an arbitrary line (which we accept is a necessity). It is important to our functioning as a cooperative school that our offer goes beyond mere financial hardship and targets students with other deficits in life chances, for example those who experience cultural poverty or whose special educational needs require them to receive 'a little extra'. However, where a programme is, for example, equally shared between students in receipt and not in receipt of the Pupil Premium, we have undertaken to only allocate Pupil Premium funding to the appropriate proportion, in this example, half of the activity, matching the shortfall from other sources.

In deciding which of our many inclusive programmes should receive funding we have been guided by the document '*The Pupil Premium: how schools are spending the funding successfully to maximise achievement.*'

<http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement>

In addition to the funding we also provide a number of recommended activities from our own funding:

- Vertical Tutoring in Years 7-10 and specific Year 11 tutor groups - this is a low-cost enterprise and is an embedded part of our school culture. However, from September 2020, we have put horizontal tutoring in place across the whole school due to the current coronavirus situation.
- Continual Professional Learning and Development for staff to ensure that lessons are *good* or *outstanding*. We also have a team of Pedagogy Leaders to develop our innovation and ensure effective teaching and learning across the school.
- Provision of computers and Wi-Fi to ensure all pupils are able to access the curriculum and beyond the curriculum in extra-curricular activity time.
- Allocation of coeducator support to areas of most need, as indicated by data.
- Provision of academic coaches and/or mentors and a programme of intervention for pupils whose performance is stalling, be they pupils with low levels of ability, high levels of ability or in between.
- Proactive meetings with gifted and talented pupils in each year group to ensure that their needs are met.

## 2020-21 Projection of Pupil Premium Funding

Pupil Premium Grant Funding	362835
Year 7 Catch Up	28500
<b>TOTAL FUNDING</b>	<b>391335</b>

<b>Intervention</b>	<b>% of cohort with PPG allocation for provision</b>	<b>Rationale</b>	<b>Full cost of provision</b>	<b>Full cost drawn from PPG</b>
Year 7 specialist teaching	57.00%	<i>Targeting underachievement from KS2</i>	66,673	38,004
Year 8 specialist teaching	53.00%	<i>Targeting underachievement from KS2</i>	67,221	35,627
Access Centre	73.00%	<i>Targeted behavioural support</i>	23,448	17,117
"Start the Day Right" Small Tutor Group for Pupil Premium pupils (STEP Team)	8.00%	<i>Targeted attendance and behavioural support</i>	90,086	7,207
Attendance Intervention	70.00%	<i>Targeted attendance support</i>	43,819	30,673
Counselling - external company 'Young Concern'	76.00%	<i>Targeted behavioural, emotional, attainment development support</i>	8,000	6,080
English and Maths Small Group Tuition	100.00%	<i>Targeted academic support</i>	80,449	80,449
English, Maths, Science Year 11 Period booster sessions (3.30pm-4.30pm)	100.00%	<i>Targeted academic support</i>	15,660	15,660
English, Maths, Science Year 11 mentoring intervention in a.m. registration	100.00%	<i>Targeted academic support</i>	3,393	3,393
Financial Hardship Fund	100.00%	<i>Trips, school equipment, text books, revision materials, school uniform, etc.</i>	10,000	10,000
Study (Homework) Clubs for Pupil Premium pupils	100.00%	<i>Facilities for supported self-study (p.7)</i>	1,950	1,950
Hover Support Coeducation (Co-educators)	33.00%	<i>Targeted support</i>	100,000	33,000
Music Lesson Subsidies	100.00%	<i>Music lessons (peripatetic) – funding for PP students</i>	5,000	5,000
Summer School	36.00%	<i>Full range of educational experiences (p.7); targeted cohort; skills curriculum (p.25)</i>	15,000	5,400
Behaviour Mentoring (TBN)	66.00%	<i>Targeted behavioural support</i>	90,086	59,457
Mentoring for Looked After Children (LGN)	100.00%	<i>Targeted behavioural/emotional/attainment development support</i>	12,500	12,500
Targeted Interventions Team	60.00%	<i>Targeting pupil underachievement – IDL literacy &amp; numeracy, 1:1 Maths Interventions.</i>	30,000	18,000
Pupil Premium Leadership Role	50.00%	<i>Leadership of Pupil Premium across the whole school</i>	11,708	5,854
<i>Book Buzz</i> reading programme for year 7 pupils, backed by EEF research	100.00%	<i>Targeted intervention for literacy transition</i>	910	910
National Citizen Service course - 'Yes Futures'	100.00%	<i>Targeted intervention for raising aspirations</i>	12,500	12,500
Blended learning - purchasing laptops and dongles for students to access online learning	100.00%	<i>Targeted support for online home learning</i>	7,500	7,500
<b>Total</b>				<b>406,281</b>
<b>Overspend</b>				<b>14,446</b>

## Review of 2019-20 Expenditure and Impact

The key findings of the most recent Ofsted report (9-10 May 2018) highlighted that:

- 'Leaders use additional funding well to ensure that disadvantaged pupils make increasingly strong progress.'
- 'Intervention programmes for disadvantaged pupils are carefully targeted to meet pupils' individual needs, and leaders review pupils' progress regularly to determine the impact of their actions. As a result, disadvantaged pupils make strong progress from their starting points in English and increasingly in mathematics.'
- 'Leaders use Year 7 catch-up funding well to support pupils who arrive in Year 7 with weak literacy and numeracy skills. These pupils are given additional teaching throughout, and sometimes beyond, Year 7. Most of these pupils make at least as much progress as their peers, particularly in English'.

At the beginning of the academic year a number of key strategies were identified and then implemented in order to raise the attainment of disadvantaged pupils and to close the attainment gap between Pupil Premium pupils and non-Pupil Premium pupils at Passmores Academy in the 2019-2020 academic year.

The focus of the Pupil Premium action plan was on *Quality First Teaching* supported by a range of targeted, tailored and personalised high impact interventions, programmes and strategies. Research from the *Education Endowment Foundation* influenced the interventions that were put in place. This was followed by regular Pupil Premium data analysis, analysis of information from Heads of Department and Heads of House, quality assurance of interventions, interviewing pupils, observing interventions in action, observing teaching, writing case studies and conducting climate walks, all of which had a positive impact in striving to close the attainment gap.

Pupil Premium funding was used to fund trips for disadvantaged pupils in order to raise their aspirations, confidence, self-esteem and support their learning both inside and outside of the curriculum. Among the wide range of curriculum-linked trips that took place up until March 2020 were trips to the Eden Project, Barcelona, Paris, the National Portrait Gallery, The Globe theatre, the Thames Barrier, Paradise Wildlife Park, Anglia Ruskin University, Kew Gardens and various London theatre venues.

Pupil Premium funding also supported the purchase of reading books for every disadvantaged pupil across the whole school, laptops for specific pupils across all year groups, text books and revision materials across a range for subjects including English and maths, electronic music keyboards for KS4 pupils studying GCSE music, art pack materials, school uniform, coats, stationary, dictionaries and calculators.

Pupil Premium pupils were always encouraged to take part in extra-curricular enrichment opportunities to raise their aspirations and develop their confidence, self-esteem, resilience, specialist skills and their general contribution to the school and the wider community. Analysis shows that 99% of year 7 Pupil Premium pupils and 78% of year 8 Pupil Premium pupils attended extra-curricular activities up until March 2020. Across years 7-10, 76% of PP pupils attended extra-curricular activities up until March 2020.

All year 9-11 GCSE music pupils who received Pupil Premium funded instrumental or vocal tuition at Passmores Academy Music School made excellent improvements in their end of year assessments. All year 11 Pupil Premium pupils who had funded instrumental or vocal tuition achieved a grade 5-7 in their final GCSE music examination. Across the whole school, there were 23 Pupil Premium pupils who received funded instrumental or vocal tuition at Passmores Academy Music School up until March 2020.

There is clear evidence that the KS3 targeted interventions had a significant impact on raising achievement. This is especially evident in the analysis of the IDL literacy (spelling and reading) and IDL numeracy interventions, both of which targeted underachievement from KS2.

The National Citizen Service course *Rising Futures* programme continued to raise the aspirations, motivation, self-awareness and growth mindset of specific disadvantaged students in years 8 and 9. The headline impact results for 2019-20 show that 100% of students who took part in the programme improved their confidence, 100% of pupils improved their resilience, 88% of pupils improved their self-awareness skills and 84% of pupils improved their communication skills. The *Rising Futures* programme also had a significant positive impact improving pupil attendance post-programme.

A complete review of the impact of the *Passmores Academy Pupil Premium Projection 2019-20* can be found in the document *The Passmores Academy Pupil Premium Report 2019-20* which was published in April 2020 by the Passmores Academy Pupil Premium champion, David Butler.

The document *Raising Attainment for Disadvantaged Pupils: A report on best practice in Essex schools* commissioned by the Standards and Excellence Service outlined a number of key strategies used by schools to raise attainment for disadvantaged pupils. For the 2019-20 academic year, Passmores Academy successfully employed the following strategies influenced by the report:

### **Leadership and Management**

- David Butler, Associate Assistant Principal, continued his role as Pupil Premium champion with lead responsibility for disadvantaged pupils.
- Actions to improve the progress of disadvantaged pupils is included in the *Pupil Premium Action Plan* and *School Development Plan*.
- The progress of disadvantaged pupils is regularly discussed at SLT and governing body meetings, including discussion relating to PP v non-PP gap analysis data across years 7-11.
- Focus on disadvantaged pupils in appraisal and professional learning.

### **Quality First Teaching**

- High quality professional learning is provided for all staff, led by the pedagogy team and HoDs.
- Sharing good practice through *Best Practice Reviews*.
- Establishing good communication between teachers, coeducators and support staff.
- Disadvantaged pupils are identified on lesson plans.
- Qualified teachers are used to deliver English and maths interventions.
- Strong assessment and data tracking systems are in place across the school.
- Period 6 booster session interventions in all subject areas support disadvantaged pupils at KS4.

### **Social and Emotional Needs**

- The *Start the Day Right* STEP team small tutor group breakfast club is fully established.
- Consistent use of external agencies, including counselling.
- After school clubs provide a plethora of opportunities for disadvantaged pupils.
- School trips provide a plethora of opportunities for disadvantaged pupils.
- Social communication and relaxation therapy groups are accessed as appropriate.
- STEP behavioural support team is established and utilised to support disadvantaged pupils.
- Nurture groups across the school.
- Summer school opportunities for disadvantaged pupils.

## Tailored Interventions

- Maths and English KS3 & KS4 interventions are delivered by qualified teachers.
- Interventions are matched to the needs of pupils.
- Targeted interventions includes one-to-one tuition and small group tuition.
- Specific English and maths programmes in place, e.g. IDL literacy & numeracy interventions.
- Phonic programmes including *Toe by Toe*, *Touch Typing* and *240 HFW* are accessed as appropriate.

## Effective Use of Coeducators

- Coeducators are involved in lesson planning with teaching staff.
- High quality professional learning is provided.
- Coeducators skills are matched to the skills of pupils.
- Coeducators are included in whole school staff meetings.
- Coeducator impact on pupil progress is acknowledged and analysed.
- Coeducators lead on phonic programmes including *Toe by Toe*, *Touch Typing* and *240 HFW*.

## Engaging Parents

- Home/school reading records with 'how to help your child with...' advice.
- Focus on promoting attendance.
- Academic tutorials, open events, social events.
- Parents information evenings.
- Open door policy.

## Attendance

- Monitoring the attendance of disadvantaged pupils.
- Systems in place to follow up low attendance.
- Rewards for good and improved attendance.
- Impact on attainment and progress caused by term-time holidays is highlighted to parents.

## Engaging Pupils

- Pupil questionnaires focus on the help that pupils and parents would like.
- Discussion with pupils before and after interventions take place.
- Rewards for good and improved attendance.
- Mentoring and period 6 booster session intervention support.
- Parents information evenings, pupils invited.

## Role of Governors

- Designated governor to focus on the progress of disadvantaged pupils.
- Governors are aware of how funding is used to support disadvantaged pupils.
- Regular reports on the progress of disadvantaged pupils are shared with the Governing Body.

