

The Pupil Premium at Passmores Academy

2021-22 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 consider a range of socio-economic and academic barriers to learning that might be experienced by the specific cohort. We also consider their year of study, so that an element of dovetailing to fit specific year group needs becomes 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 to resume from September 2021 and specific Year 11 tutor groups - this is a low-cost enterprise and is an embedded part of our school culture.
- Continual Professional Learning and Development for staff to ensure first quality teaching across the school with all lessons *good* or *outstanding*. We also have a strong Pedagogy Team to develop our innovation and ensure effective teaching and learning across the school.
- Provision of computers, laptops, iPads, other devices 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 coaching and mentoring 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.

2021-22 Projection of Pupil Premium Funding

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|-----------------------------|---------|
| Pupil Premium Grant Funding | 358,812 |
|-----------------------------|---------|

| Intervention | % of cohort with PPG allocation for provision | Rationale | Full cost of provision | Full cost drawn from PPG |
|--|---|---|------------------------|--------------------------|
| 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) | 100.00% | <i>Targeted attendance and behavioural support</i> | 7,207 | 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> | 45,000 | 45,000 |
| English, Maths, Science Year 11 Period booster sessions (3.30pm-4.30pm) | 100.00% | <i>Targeted academic support</i> | 15,660 | 15,660 |
| 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 & 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 & 8 pupils, backed by EEF research | 100.00% | <i>Targeted intervention for literacy transition</i> | 1,820 | 1,820 |
| National Citizen Service course - 'Yes Futures' – KS3 & KS4 cohorts | 100.00% | <i>Targeted intervention for raising aspirations</i> | 19,600 | 19,600 |
| Total | | | | 362,095 |
| Overspend | | | | 3,283 |

Passmores Academy Disadvantage Strategy 2021-22

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| 1 | <p>Expectations are high for all pupils. Build positive relationships with all pupils and families (culture, values, and expectations).</p> <p><i>Irrespective of prior attainment and FSM status, leaders, teachers and non-teaching staff are committed to the academic achievement of all pupils.</i></p> | <p>Planning</p> <p><i>PPg Projection document</i></p> | <p><u>Adopting a Tiered Approach</u></p> <p>How does disadvantage impact on learning? Socioeconomic disadvantage may mean pupils:</p> <ul style="list-style-type: none"> - Feel like they are on the margins of discussions - Do not have the background knowledge to make connections with learning - Do not have self-regulation skills to plan, monitor and evaluate their work - Have lower levels of oral language - Have a more limited vocabulary - Have a negative perception of themselves as learners - Have difficulties with language comprehension - Experience lower expectations through labelling |
| 2 | <p>Data is used to identify tightly focused improvement priorities.</p> | | |
| 3 | <p>Appropriate evidence-based teaching, academic intervention and wider approaches are used to address the root causes of underachievement.</p> <p><i>Curriculum equity is prioritised.</i></p> | <p>Implementing</p> <p><i>Evidencing the Impact of PPg Interventions Plan document</i></p> | <p>Teaching and Learning Priorities</p> <ul style="list-style-type: none"> - Quality first teaching - High expectations of all pupils - Metacognition and self-regulated learning - Development speaking and listening skills on entry - Building on language development <p>Academic Intervention Priorities</p> <ul style="list-style-type: none"> - KS3 specialist teaching targeting underachievement - Hover support coeducation - English & maths small group tuition - Targeted interventions, e.g. IDL literacy & numeracy, one-to-one maths interventions <p>Wider Approaches Priorities</p> <ul style="list-style-type: none"> - Building positive relationships - Enhancing parental engagement - Raising expectations and aspirations - Building levels of independence - Social, emotional and mental health - Improving attendance - Mentoring and coaching - <i>Rising Futures</i> - Enhancing cultural capital - Music lessons for disadvantaged pupils |
| 4 | <p>School leaders train and support staff to deliver and sustain quality first learning for all pupils, addressing pupil need in the classroom.</p> <p><i>Professional development for teachers is prioritised.</i></p> | | |
| 5 | <p>There is a long-term, well-specified, stage-by-stage plan for addressing disadvantage.</p> <p><i>The plan takes into consideration the teaching and learning, academic intervention and wider approaches to support pupils.</i></p> | | |
| 6 | <p>School sets clear outcomes for the impact of disadvantage strategies and monitor progress and quality using robust and pragmatic measures.</p> | <p>Evaluating</p> <ul style="list-style-type: none"> - <i>PPg Annual Report</i> - Governors monitoring visits - - <i>Disadvantage Review Evaluation</i> | <p>Implementation and Evaluation Notes</p> <ul style="list-style-type: none"> - <i>PPg Annual Report</i> document - Governors monitoring visits - <i>Disadvantage Self-Evaluation Framework</i> documents |
| 7 | <p>The disadvantage strategy aligns the school's overall mission, goals and whole-school strategy.</p> <p><i>These support a leadership environment and school climate that is conducive to changing priorities across the school.</i></p> | | |

Review of 2020-21 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 key strategies and interventions were identified and then implemented with the focus being on improving outcomes for disadvantaged pupils, raising the attainment of disadvantaged pupils and closing the attainment gap between disadvantaged and non-disadvantaged pupils across the school in all year groups.

The focus of the *Pupil Premium Action Plan* was on Quality First Teaching supported by a range of targeted, tailored and personalised high impact academic interventions, teaching & learning strategies and wider approaches programmes. Research from the *Education Endowment Foundation* influenced and supported the interventions and strategies that were put in place. This was followed by regular 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 improving outcomes for disadvantaged pupils.

Pupil Premium hardship funding enabled the school to purchase the following for disadvantaged pupils:

- Laptops and appropriate devices for pupils in all year groups across the school so that they can access online remote learning during lockdown.
- Free reading books for all year 7 disadvantaged pupils with the introduction of the new 'Book Buzz' initiative to support year 7 readers both in school and during lockdown and periods of self-isolation.
- Electronic music keyboards for specific pupils studying GCSE music in years 9-11.
- Textbooks and revision materials for disadvantaged pupils across a range of subject areas.
- School uniform including skirts, shirts, shoes, coats and bus passes for specific disadvantaged pupils.
- Stationary equipment including calculators, rulers, pens, pencils, dictionaries and art kits.

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. Across the whole school, there were 21 Pupil Premium pupils who received funded instrumental or vocal tuition at the Passmores Academy Music School. There is clear evidence that the KS3 targeted interventions had a significant impact on raising achievement as evidenced 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 programme, *Rising Futures*, continued to raise the aspirations, motivation, self-awareness and growth mindset of disadvantaged pupils in years 9 and 10. The *Impact Report* highlights the impact that the programme had on pupils especially in terms of their resilience, confidence, communication skills and attendance.

A complete review of the impact of the *Passmores Academy Pupil Premium Projection 2020-21* can be found in the document *Passmores Academy Pupil Premium Report June 2021*, published by 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. In 2020-21, Passmores Academy successfully employed the following strategies influenced by the report, although some were curtailed due to the circumstances surrounding COVID-19 and government guidance:

Leadership and Management

- David Butler, Associate Assistant Principal, continued his role as Pupil Premium champion with lead responsibility for disadvantaged pupils.
- Passmores Academy to become a Lead School in the *Harlow Partnership Disadvantage Strategy*.
- Action points leading to improving the outcomes for disadvantaged pupils is detailed 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 a focus on PP v non-PP gap analysis data across the whole school.
- Focus on disadvantaged pupils in appraisals and whole school professional learning.

Quality First Teaching

- High quality professional learning is provided for all staff, led by the Pedagogy Team and HoDs.
- Good practice is shared through *Best Practice Reviews*.
- Establishing good communication between teachers, coeducators and support staff.
- Disadvantaged pupils are identified on lesson plans and teachers know who they are.
- Qualified teachers are used to deliver English and maths interventions.
- Strong assessment and data tracking systems are in place across the school.
- KS4 booster sessions in all subject areas support disadvantaged pupils at strategic points of the year.

Social, Emotional and Mental Health 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.
- STEP behavioural support team is established and utilised to support disadvantaged pupils.
- Nurture groups across the school.
- Summer school opportunities for disadvantaged pupils.
- Social communication and relaxation therapy groups are accessed as appropriate.

Tailored Academic 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.
- Language interventions including *Accelerated Reader* and *Book Buzz* programmes.

Effective Use of Coeducation

- 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.
- Where appropriate, coeducators lead on interventions and phonics programmes.

Engaging Parents

- Home/school reading records with 'how to help your child with...' advice.
- Focus on promoting attendance.
- Academic tutorials, parents evenings, 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, coaching and 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.