

## The Pupil Premium at Passmores Academy

### 2019-20 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.
- Continual Professional Learning and Development for staff to ensure that lessons are good or outstanding. We have a trio of programmes running currently that are targeted at this intervention. We also have a team of Pedagogy Leaders to develop our innovation and ensure effective teaching and learning.
- Provision of computers and Wi-Fi to ensure all pupils are able to access the curriculum and beyond the curriculum in extra-curricular 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.

## 2019-20 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 6 & 7 sessions	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	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, 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
Invisible Middle Pilot Scheme (or similar EEF pilot scheme)	35.00%	<i>Targeted intervention for raising aspirations.</i>	2,600	910
National Citizen Service course - 'Yes Futures'	100.00%	<i>Targeted intervention for raising aspirations.</i>	12,500	12,500
Total				398,781
Overspend				7,446

## Review of 2018-19 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 2018-2019 academic year.

The main focus of the Pupil Premium action plan is on 'Quality First Teaching' supported by a range of targeted, tailored and personalised high impact interventions, programmes and strategies. Research was conducted from the 'Education Endowment Foundation' toolkit which influenced the interventions that were put in place. This was followed by regular Pupil Premium data analysis, information gleaned from Heads of Department and Heads of House, quality assurance of interventions, interviewing pupils, observing interventions and teaching, writing case studies and doing 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 and non-curriculum trips that took place were trips to East Mersea, Cambridge, PGL Swindon, Belgium, Barcelona, Paris, Eden Project, Madame Tussauds, Twickenham, Italy, Iceland, London theatre and many curriculum related English trips.

All Year 9-11 GCSE music pupils who received Pupil Premium funded instrumental or vocal lessons made excellent improvements in their end of year formative and summative assessments.

There is clear evidence that the KS3 targeted interventions are having a significant impact on raising achievement. This is especially evident in the analysis of the English IDL intervention which targets pupils with low reading and spelling ages and underachievement at KS2.

The new National Citizen Service course 'Yes Futures' programme continues to raise the aspirations, motivation, self-awareness and growth mindset of specific disadvantaged students in years 8 and 9. The headline impact results for 2018-19 show that the students who took part in the programme increased their confidence by 89%, their resilience by 89%, their self-awareness skills by 84% and their communication skills by 90%.

The document **'Raising Attainment for Disadvantaged Pupils: A report on best practice in Essex schools' commissioned by the Standards and Excellence Service (2016)** outlined a number of key strategies used by schools to raise attainment for disadvantaged pupils.

For the 2018-19 academic year, Passmores Academy successfully employed the following strategies influenced from the report:

### **Leadership and Management**

- Mr Butler was appointed the key member of the ASLT with responsibility of 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 & ASLT meetings, including discussion relating to disadvantaged gap analysis data across Years 7-11.
- Focus on disadvantaged pupils in performance management.

### **Quality First Teaching**

- High quality Professional Learning is provided for all staff, led by the pedagogy team and HoDs.
- Sharing good practice.
- Establishing good communication between teachers and coeducators.
- 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.
- Period 6 and period 7 interventions supports disadvantaged pupils.

### **Social and Emotional Needs**

- The 'Start the Day Right' small tutor group breakfast club is in place.
- Counselling – through external agencies.
- Social Communication and Relaxation Therapy groups.
- After school clubs provide a plethora of opportunities for disadvantaged pupils.
- School trips provide a plethora of opportunities for disadvantaged pupils.
- Consistent use of outside agencies.
- STEP behaviour team established and utilised to support disadvantaged pupils.
- Nurture groups across the school.
- Summer school holiday club and summer school.

### **Tailored Interventions**

- Maths, English and science 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. Hegarty Maths and English IDL
- Phonic programmes in place, e.g. Toe by Toe, Touch Typing, HFW 240, Reading for Meaning.

## **Effective Use of Coeducators**

- Involved in planning with teaching staff.
- High quality CPD provided.
- Skills matched to skills of pupils.
- Included in whole school staff meetings.
- Coeducator impact on pupil progress is acknowledged.
- Phonic programmes in place, e.g. Toe by Toe, Touch Typing, HFW 240, reading for Meaning.

## **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 of 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 about 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 6/7 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.

