



Pupil Premium Report 2019 - 2020

INTRODUCTION

Our Pupil Premium Strategy was written to be implemented over a two-year period, between 2019 – 2021. The forced ‘Lockdown’ due to COVID:19 meant that momentum on implementing key priorities in 2020 was halted. The Strategy document has been reviewed and updated for 2020 – 2021 in light of this. This report intends to summarise and capture the emerging IMPACT of the work undertaken in the academic year 2019 - 2021

OUR 2018 / 19 DISADVANTAGED COHORT & PP FUNDING

Year Group	Pupil Premium Indicator for Year 2019/20	Received FSM during 2019/20
7	51 (41% of cohort)	44 (35% of cohort)
8	45 (51% of cohort)	38 (43% of cohort)
9	24 (38% of cohort)	20 (32% of cohort)
10	38 (51% of cohort)	32 (43% of cohort)
11	38 (41% of cohort)	23 (25% of cohort)
Total	196 (44% of cohort)	157 (36% of cohort)

TABLE 1 - PUPIL PREMIUM COHORT FIGURES FROM 2019 / 20

Table 1 shows the details of our Pupil Premium (PP) cohort during the 2018 / 19 academic year. In 2018 / 19, we received approximately £167,000 in Pupil Premium Funding in order to improve the outcomes for students that have received Free School Meals (FSM) within the last 6 years; are looked after by the Local Authority (LA), or are children of those serving in the military.

Focus Areas	Percentage of allocated spend
Teaching Priorities	11%
Targeted Academic Support	72%
Wider Strategies	17%

Table 2 - Spread of PP spend, 2018 - 2019

Table 2 indicates how our PP funding was allocated according to key priority areas. The following is a report of our allocation, spend and impact of that funding.

ALLOCATION OF PUPIL PREMIUM FUNDING

During the course of the 2018 /19 academic year, PP funding was allocated within the following categories:

- Teaching Priorities
- Targeted Academic Support
- Wider Strategies

TEACHING PRIORITIES

- As significant amount of time was spent reviewing and rewriting the curriculum at KS3 and KS4. There is now a clear focus on knowledge, building skills, retrieval and opportunities to practice. Knowledge Organisers for all subject areas can be found on our website.
- 'Focus 5' students were identified and individual interventions put in place for those individuals. The impact of these were measured by curriculum team leaders.

TARGETED ACADEMIC SUPPORT

- There was a clear focus on raising the attendance of all, with particular focus on our most disadvantaged year groups.

OAKS	Year 7 Attendance	Year 8 Attendance	Year 9 Attendance	Year 10 Attendance	Year 11 Attendance
2018 - 2019	Non-PP = 95%	Non-PP = 93%	Non-PP = 91%	Non-PP = 93%	Non-PP = 81%
	PP = 91%	PP = 89%	PP = 87%	PP = 89%	PP = 80%
	Gap = -4%	Gap = -4%	Gap = -4%	Gap = -4%	Gap = -1%
2019 - 2020	Non-PP = 95%	Non-PP = 92%	Non-PP = 90%	Non-PP = 92%	Non-PP = 93%
20/03/2020	PP = 92%	PP = 92%	PP = 90%	PP = 85%	PP = 88%
	Gap = -3%	Gap = 0%	Gap = 0%	Gap = -7%	Gap = -5%

NB: It is important to note that attendance figures for 2019/2020 are up to 20.3.20 – due to COVID 19 Pandemic

Key to RAG:

	Improvement from 2018/2019
	Increase in Gap from 2018 - 2019

- There was a significant reduction in the amount of FTEs during from September 2019 – March 2020, in comparison to the same period in 2018/2019 academic year. This is demonstrated in the table below:

Fixed Term Exclusions						
Year	2018/2019			2019/2020		
	Non-PP	PP	Gap	Non-PP	PP	Gap
7	1	20	-90%	2	4	-34%
8	18	27	-20%	11	30	-46%
9	22	52	-40%	28	12	-40%
10	14	24	-26%	4	36	-80%
11	16	49	-505	2	10	-83%
	243		-42%	139		-32%

WIDER STRATEGIES

Financial support offered through PP funding aimed to ensure that students of the PP cohort were able to access the same experiences, uniform and equipment etc requiring the financial input of parents / carers, as other more socially advantaged pupils.

Through this allocation, students and their parents / carers have accessed:

- Support in the purchase of school uniform (a number of pupils have been supported in purchasing items of uniform including blazers and PE equipment)
- Support in the purchase of equipment and materials for school and the support of learning (a large number of pupils were provided, for example, with revision guides in a range of GCSE subjects both in Year 10 and 11). This has enabled these pupils to access support in their learning while at home, including support in the completion of their homework and revision ahead of examinations.
- Funding for a Year 11 'Revision Hub' till 4:30pm each night – with incentives for attendance in place.
- Support with educational trips or visits. PP students are offered a 50% discount to support payment for all educational trips or visits that took place pre March 2020.
- Providing a wider range of enrichment opportunities for higher ability PP pupils has been a strategic focus for the school and we have achieved this through organising the following types of events:
 - Higher Horizons subject-focused HAL days at Keele University for Year 9 and 10 pupils (e.g. 'Totally Awesome Science' and 'Totally Awesome English'). These events require an uptake of 70%+ based on specific post-codes of more socially deprived areas. Our work with Higher Horizons / Keele University has become a particular strength this year and we have used these links to provide enriching experiences for our more able PP pupils.

2020 OUTCOMES AND RESULTS: Centre Assessed Grades

Table 1 **Error! Reference source not found.** shows the headline, core and overall subject outcomes of our Year 11 PP cohort in 2020:

Number in Cohort =

2018 – 2019: 27

2019 – 2020: 35

Performance Measure	2018/2019		2019/2020		RAG
Progress 8	-1.06		-0.68		
Attainment 8	27.39		31.9		
E/M 9 - 4	7.4%		41.7%		
E/M 9 - 5	3.7%		22.2%		
English	9/7	0	9/7	8.3	
	9/5	7.4	9/5	30.6	
	9/4	33.3	9/4	50.4	
Maths	9/7	3.7	9/7	5.6	
	9/5	3.7	9/5	27.8	
	9/4	22.2	9/4	41.7	
Science	9/7		9/7		
	9/5	4	9/5	16.7	
	9/4	8	9/4	36.7	

Key to RAG:

	Improvement from 2018/2019
	Increase in Gap from 2018 - 2019

Within this section, KS4 Progress 8 data is used to show the outcomes of PP students versus non-PP students.

Figure 1

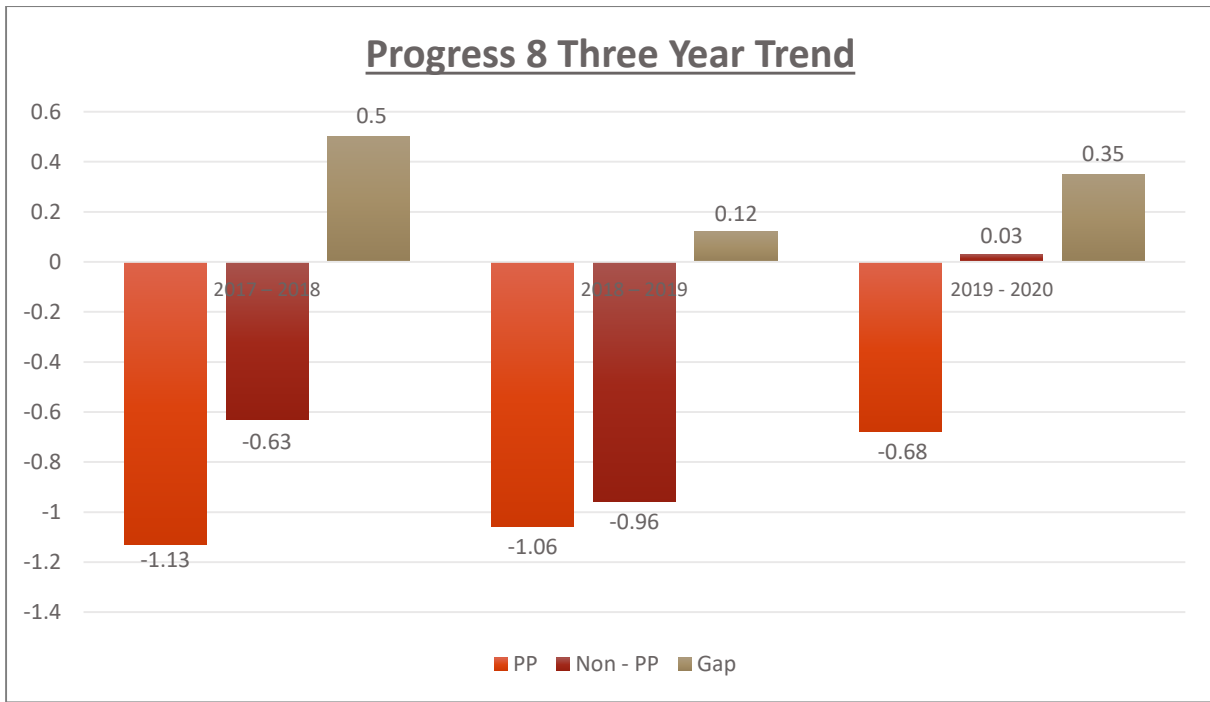


FIGURE 1 - DISADVANTAGED & NON-DISADVANTAGED PROGRESS 8) AND THE DISADVANTAGED GAP OVER THREE YEARS