

## **North Leamington School Pupil Premium Statement – September 2020**

Pupil Premium funding is provided to publically funded schools for children who are currently eligible for 'Free School Meals' (FSM), as well as any child who has been continuously 'Looked After' for more than six months, children of Service personnel and those who are identified as 'Ever 6' (which is defined as children who have been in receipt of FSM or the children of Service personnel at any time over the previous six years). The purpose of the funding is to raise the attainment of Disadvantaged pupils of all abilities and to close the gaps between them and their Non-Disadvantaged peers (DfE, 2017).

This report will detail:

1. how the Pupil Premium funding was spent in 2019-20
2. the impact/ outcomes of the Pupil Premium spend in 2019-20
3. the Pupil Premium allocation for 2020-21
4. how the Pupil Premium allocation will be spent to address those barriers in 2020-21
5. how the impact of the Pupil Premium spend will be measured in 2020-21
6. the next review date for the Pupil Premium strategy.

### **1. Pupil Premium Spend 2019/20**

<b>2019/20 (Academic Year)</b>	
<b>FSM Ever 6 (Sept 19 - Mar 20) - 147 Pupils</b>	<b>80,176</b>
<b>FSM Ever 6 (Apr 20 - Aug 20) - 148 Pupils (TBC)</b>	<b>58,892</b>
<b>Looked After Children</b>	<b>-</b>
<b>Post LAC Children (Sept 19 - Mar 20) - 5 Pupil</b>	<b>6,708</b>
<b>Post LAC Children (Apr 20 - Aug 20) - 5 Pupils (TBC)</b>	<b>4,885</b>
<b>Service Children (Sept 19 - Mar 20) - 2 Pupils</b>	<b>350</b>
<b>Service Children (Apr 20 - Aug 20) - 2 Pupils (TBC)</b>	<b>258</b>
<b>TOTAL Pupil Premium Income</b>	<b>151,270</b>

**Staffing costs (spend was proportionate to the identified needs of the 2019-20 Disadvantaged student cohort):**

- Senior Assistant Head Teacher: Strategic Lead for Pupil Premium contribution
- Senior Assistant Head Teacher: Intervention & Support for Vulnerable Learners contribution
- Pupil Premium Champions (3)
- Family Support Worker contribution
- Pupil Premium Support Staff (2) contribution for 1 of these
- HLTA Intervention in English and Maths contribution
- One-to One or Small Group intervention for students in English and Maths
- Free School Meals (FSM) provision
- Bespoke, personalised support and resources

**Bespoke resources to support individual students:**

Staff/ parents/ carers requests to support with school related resources such as uniform/ shoes/ transport/ subsidies for educational offsite visits/ resources for lessons (e.g. ingredients for GCSE Food Technology)/ breakfast etc., for individual students. These resources are requested and provided on an individual basis, then tracked in terms of spend per student and impact of spend.

## **2. Impact on Student Outcomes 2019/20**

### **Year 7 – Year 11 progress:**

The headlines below summarise the progress that each cohort/ year group of PP students had made by the final data analysis point available – for reasons of Lockdown and relative cohort size, these figures need to be seen in context and understood accordingly. It is worth recalling that, taken collectively, targets for PP students – taking in to account prior performance – tend to be markedly lower than targets for their non-PP peers:

Y11: Number of disadvantaged students in the year group was 37

- Attainment 8 for disadvantaged students is 37.1 (Target = 42.2)
- Progress 8 -0.14 (record high for NLS and above available data for “national average PP” approaching “national average All”)
- In English 54.3% of students achieved a grade 9-4 (Target = 68.6%)
- In Maths 54.3% of students achieved a grade 9-4 (Target = 62.9%)
- 61% of students had an ATL of >4

Number of non-disadvantaged students in the year group was 202

- Attainment 8 for non-disadvantaged is 55.1 (Target = 53.3)
- Progress 8 is 0.67
- In English 90.6% of students achieved a grade 9-4 (Target = 89.2%)
- In Maths 90.6% of students achieved a grade 9-4 (Target = 89.7%)
- 83% of students had an ATL of >4

Y10: Number of disadvantaged students in the year group is 37

- Attainment 8 for disadvantaged students is 33.3 (target = 39.6)
- In English 40%, of students are on track to achieve grade 9-4
- In Maths 43.3%, of students are on track to achieve grade 9-4
- 63% of students had an ATL of >4

Number of non-disadvantaged students in year group is 197

- Attainment 8 for non-disadvantaged students is 48.1 (target = 50.2)
- In English 80%, of students are on track to achieve grade 9-4
- In Maths 80.5%, of students are on track to achieve grade 9-4
- 80% of students had an ATL of >4

Y9: Number of disadvantaged students in year group is 33

- Attainment 8 for non-disadvantaged students is 36.53 (target = 43.32)
- In English 73%, of students are on track to achieve grade 9-4
- In Maths 57%, of students are on track to achieve grade 9-4
- 45% of students had an ATL of >4

Number of non-disadvantaged students in year group is 199

- Attainment 8 for non-disadvantaged students is 52.2 (target = 54.45)
- In English 88%, of students are on track to achieve grade 9-4
- In Maths 83%, of students are on track to achieve grade 9-4
- 83% of students had an ATL of >4

Y8: Number of disadvantaged students in year group is 31

- Students were on or above track in 83% of their subjects
- In English 41%, of students are on track to achieve grade 9-5\*\*
- In Maths 34%, of students are on track to achieve grade 9-5\*\*
- 72% of students had an ATL of >4

Number of non-disadvantaged students in year group is 209

- Students were on or above track in 89% of their subjects
- In English 73% of students are on track to achieve grade 9-5\*\*
- In Maths 72% of students are on track to achieve grade 9-5\*\*
- 92% of students had an ATL of >4

Y7: Number of disadvantaged students in year group is 38

- Students were on or above track in 84% of their subjects
- In English 47%, of students are on track to achieve grade 9-5\*\*
- In Maths 43%, of students are on track to achieve grade 9-5\*\*
- 68% of students had an ATL of >4

Number of non-disadvantaged students in year group is 231

- Students were on or above track in 91% of their subjects
- In English 70%, of students are on track to achieve grade 9-5\*\*
- In Maths 69%, of students are on track to achieve grade 9-5\*\*
- 88% of students had an ATL of >4

*\*\*Flight Path converters mean only a 9-5 measure is possible cf 9-4 in Y9-11*

### Whole School Interventions (all years): Other Measures

YEAR GROUP	ATTENDANCE % YTD			CONSEQUENCES (Ave C1-C5)			REWARDS (Ave)		
	AUT	SPR	SUM	AUT	SPR	SUM	AUT	SPR	SUM
<b>7 PP</b>	<b>86</b>	<b>85</b>		<b>3.7</b>	<b>5.9</b>		<b>108</b>	<b>123</b>	
Non-PP	97	97		1.9	1.9		133	155	
PP v Non-PP GAP	-11	-12		-1.8	-4		-25	-32	
<b>8 PP</b>	<b>89</b>	<b>89</b>		<b>10</b>	<b>11.6</b>		<b>93</b>	<b>111</b>	
Non-PP	96	96		4	3.3		119	143	
PP v Non-PP GAP	-7	-7		-6	-8.3		-26	-32	
<b>9 PP</b>	<b>83</b>	<b>84</b>		<b>14.2</b>	<b>17.9</b>		<b>75</b>	<b>85</b>	
Non-PP	96	96		5	3.78		96	110	
PP v Non-PP GAP	-13	-12		-9.2	-14.12		-21	-25	
<b>10 PP</b>	<b>79</b>	<b>79</b>		<b>6.9</b>	<b>8.45</b>		<b>71</b>	<b>85</b>	
Non-PP	96	96		4	3.9		88	106	
PP v Non-PP GAP	-17	-17		-2.9	-4.55		-17	-21	
<b>11 PP</b>	<b>92</b>	<b>92</b>		<b>5.4</b>	<b>7.7</b>		<b>68</b>	<b>74</b>	
Non-PP	96	96		3	2.89		69	77	
PP v Non-PP GAP	-4	-4		-2.4	-4.81		-4	-3	

### 3. Pupil Premium Allocation 2020/21

North Leamington School has been allocated £101,028.96 for the period September 2020 to March 2021 - based on the January 2020 census and pro-rata'd:

155.5 x FSM6 @ £955  
 10 x Post LAC @ £2,345  
 4 x Service @ £310

#### **4. Plan to Address Identified Barriers using Pupil Premium Funding**

Based on a review of the 2019-20 Pupil Premium Action Plan, Summer 2020 Student Outcomes (Y11) and Internal data the 2020/21 Pupil Premium Action Plan will:

- **Continue to improve PP student outcomes**
- **Continue to close all internal and external gaps between PP and National Other** – *ATL, rewards, consequences, attainment/progress, positive destinations, parental engagement data, effective implementation of The 6 Ps, enhanced curriculum adjustments*
- **Specifically seek to achieve these attainment and progress outcomes in this increasingly aspirational rank order** – *data in brackets is most recent available, confirmed data at time of writing:*
  - >= PP National (-0.43 2018-19)
  - >= All students nationally (-0.02 2018-19)
  - >= National Other (0.12 2018-19)
  - Close any internal gaps
- **Enable the school to achieve its WIGs (Wildly Important Goals)**
- **Contribute towards our whole-school Culture for Learning** – World Class Basics and beyond...
- **Take into account the challenging context of Lockdown arising from the CV-19 pandemic**

In order to achieve these aims the following priorities have been identified for 2020/21 – this is rooted in the evidence base and also local data:

Target	Focus: Aim for Action Plan	Measurable Outcome in Focus	Recommendations
Priority 1	<b>Wave One Teaching:</b> to continue to improve the quality of teaching (inc. literacy and language deficit”) and student experiences in the classroom through appropriate stretch, challenge and support (incorporating differentiation and metacognition) which is rooted in the evidence base (EEF, for example) so that the gaps in student learning close. In the context of CV-19 and Lockdown, to ensure there is provision for accelerated remote/online learning that complements that which takes place in school (blended learning) – to include establishing ways to provide computer access at home.	<ul style="list-style-type: none"> <li>Effective Implementation of The 6 Ps</li> <li>Literacy</li> <li>Attainment/Progress</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop awareness and whole-school application of The 6 Ps for Pupil Premium (inc.all vulnerable learners) but also deepen awareness of implementation via research and whole school media/CPD as well as sharing Best Practice mechanisms such as Open Door Weeks</li> <li>Develop remote learning opportunities in consultation with SL, CM (ICT) and PP Team</li> </ul>
Priority 2	<b>Attendance:</b> to maximise the opportunity for students to do well by working with target individuals to ensure they are in school, ready to learn	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	<ul style="list-style-type: none"> <li>Liaise even more closely with WAS/ACE about those PA who are significantly skewing data (Y10, for example) and broker wider support – such as Attendance Clinics – and seek to increase capacity for attendance intervention internally</li> </ul>
Priority 3	<b>Enhanced Curriculum Provision:</b> to ensure that curriculum provision is broad, appropriate to individual student needs (inc. literacy/language deficit and numeracy) and provides all PP students with a personalised and flexible curriculum that is reviewed regularly and gives attention to Cultural Capital/100 Challenge. Liaise with IEN/Transition Lead to ensure even more deeply-integrated transition provision. In light of the limitation of enrichment opportunity during Lockdown, work to compensate this with a focus on the PP cohort. Ensure also that there is attention to SEMH and general wellbeing provision (in concert with IEN). This can form part of more extended mentoring – and tutoring programmes such as the NTP.	<ul style="list-style-type: none"> <li>Meeting individual targets for identified subject measures following adjustments to curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Review outcomes for current attendees and refine groupings – expanding capacity where possible and where qualitative data dictates</li> <li>Launch Cultural Capital initiative and skew (where reasonable) towards vulnerable groups/individuals</li> </ul>
Priority 4	<b>Raising Aspirations:</b> to ensure that World Class Basics are improved and become consistent, while also offering a wider enrichment and curriculum offer (personalised pathways) to increase participation and self-esteem, enhance student wellbeing and ensure leadership opportunities for PP students. Given the context of Lockdown amid the CV-19 pandemic, ensure there is attention to refreshing effective learning behaviours. To provide student opportunities in preparation for positive destinations beyond school.	<ul style="list-style-type: none"> <li>ATL</li> <li>Rewards</li> <li>Consequences</li> <li>Positive Destinations</li> </ul>	<ul style="list-style-type: none"> <li>Extend academic mentoring – in particular, to re-establish effective learning behaviours</li> <li>Promote “equity” concept further – positive discrimination</li> <li>Scrutinise data even more for patterns/trends and ensure even more enhanced provision of CEIAG for vulnerable learners (inc PP)</li> </ul>
Priority 5	<b>Parental Engagement:</b> To improve the engagement of PP parents / carers with school events, home school communication through structured engagement programmes – with parents of students identified as either Deep Support or Light Touch and supported accordingly. With the distance generated by Lockdown, work to enhance the Home-School communications even more – even greater levels of Deep Support.	<ul style="list-style-type: none"> <li>Students with parents/carers in Deep Support improve ATL and Attainment</li> </ul>	<ul style="list-style-type: none"> <li>With settled staffing for the PP Team, reinvigorate and extend this element of the strategy – (Deep Support) and (Light Touch)</li> </ul>

## **5. Measuring the impact of Pupil Premium spending**

The Pupil Premium Action Plan identifies the 5 strategic drivers, along with targets for Key Performance Indicators. The actions for these measurable outcomes are set out in the individual Pupil Premium Champion action plans (SPAPs) for each identified strategic driver. These will be reviewed and updated on a half-termly basis and strategies will be reviewed regarding impact of spending on a termly basis.

## **6. Date of Next Review**

North Leamington School's Pupil Premium strategy will be reviewed in Autumn 2021.