

Pupil Premium Funding at Endon High School: Statement 2020-21

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

With regards to the PPG, disadvantaged children are those who have received free school meals at any time in the last 6 years and children who have been looked after continuously for more than six months. In addition, children of armed forces personnel can also be supported through this funding. Pupil premium funding is used to raise attainment, promote social skills, independent learning and positive behaviour in order to support underachieving learners. Across the UK, children who receive free school meals and those who are in care tend to do significantly less well in comparison to their peers.

There are guidelines for how to allocate the Pupil Premium funding issued by the Department for Education which can be accessed here: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

The following document provides details of how the Pupil Premium funding for Endon High School students was spent in 2019-20 and the impact it had on student outcomes, as well as the key actions for 2020-21 to guide how we are spending the 2020-21 Pupil Premium funding. Some of the outlined action plans had to be altered due to the restrictions of COVID -19.

Pupil Premium Funding 2019-20

Key Objectives:

1. To continue to target all interventions on the focus areas which have been identified as:
 - a. attendance;
 - b. behaviour and/or motivation;
 - c. emotional wellbeing and self-esteem;
 - d. to increase interest in reading;
 - e. improve parental engagement;
 - f. Y11 revision and exam skills;
 - g. English and Maths skills.
 - h. 1:1 intervention and support electronic programmes
 - i. subsidised trips and music lessons
2. To have data-driven interventions with Y7-11 pupils not making sufficient levels of progress.
3. To improve the attendance, motivation, behaviour and confidence of the PPG eligible pupils in Y7-11. Attendance tracked by the PPG coordinator and the Progress Manager within each year group. Behaviour tracked by Form Tutor, Progress Manager and PPG coordinator.
4. To provide support for the emotional wellbeing of the pupils by the form tutor, progress manager or other agencies. Students are occasionally referred to the school councillor for emotional support and guidance.
5. To increase interest in reading for pleasure with Y7 and Y8 pupils will be paired with a Y10 buddy to read with once a week. All pupils in Y7 and Y8 will receive a book of their choice to read and review at the end of the term.
6. Attendance at parents' evenings and Progress Day will be monitored and alternative meetings arranged if needed.

7. Year 11 disadvantaged students will receive bespoke sessions on exam skills and revision techniques.
8. Key students will be offered 1:1 intervention and the SEN department will use electronic programmes to improve literacy and maths.
9. To aid pupils with an interest in learning a musical instrument, music lessons will be subsidised. Eligible pupils will receive support with funding for curriculum trips that will benefit their education and/or their personal development.

All interventions are highly targeted over a period of time, according to need.

How we intended spending the 2020-21 Pupil Premium Grant:

Pandemic specific / Revive and Thieve

- Improving communication to parents on all levels.
- Ensure all pupils are engaging and are equipped to learn, including remote learning.
- Ensure the curriculum covers any possible gaps in learning.
- Ensure free school meals provision is provided during a lockdown.

Teaching / Attainment - Improving the grades of disadvantaged youngsters

- Teaching and Learning – effective teaching strategies in the classroom. All staff training has a PP strand.
- Ensuring all staff have high expectations of all students.
- 1 to 1 sessions across all key stages including progress meetings.
- Offer an alternative curriculum where necessary to allow students to succeed
- Support for Y11 mocks – past papers, how to revise sessions and equipment.
- School focus on literacy and vocabulary to increase comprehension in subjects and exams.
- Working with SEN and specific reading/vocabulary programme to target intervention.
- Maximise the use of TAs/ISAs where possible with PP children.

Improving Behaviour and Attitude to Learning

- Restorative conversations with any PP students in detention run by the Form Tutors.
- Y11 PP to be assigned to an appropriate mentor to set short term targets.
- Fewer behaviour points through tracking, intervention and mentoring.
- Targeted support for those who need (e.g CAMHS, L.Taylor, DOVE, MIND, T3)

The summary of how we spent our Pupil Premium funding during 2019-20:

Below are a list of expenditures that we have had to support our Pupils to narrow the gap. This is not an exhaustive list.

Staffing costs	Pupil Premium Co-ordinator, Progress Manager, Leadership Team support, specialist support roles including additional specialist provision, including Assistant SENCo facilitator and Specialist Inclusion Support Assistant support and counselling.
Staff training	RADY network meetings and lesson cover.
Educational resources	IT equipment, stationary, resources, study skills, revision and homework materials, books, additional

	copying and printing costs to allow access to school and learning.
Subsidised educational trips	A contribution to trips which have a curriculum focus as well as contributions to specific year group trips may be made from the pupil premium budget. Trips with a mostly recreational focus may not be covered by this budget.
Subsidised music Lessons	Subsidised contribution from the pupil premium budget. This does not cover the purchase of a musical instrument or pay for lessons which are arranged outside of school.
One-to-one tuition	English and Maths Tuition. Offered at the discretion of the school to targeted students and groups and is planned to help overcome specific barriers to learning.
Careers	

Measuring the impact of 2019-20 Pupil Premium Grant spending:

Progress and Attainment: Please note that the data provided below is for the Class of 2019, as this is the latest data that we have which was externally moderated.

2019	All students	Disadvantaged/PP	Other/Non-PP
Cohort	139	10	129
Average Total Attainment 8	49.88	33.75	51.13
Progress 8 (<i>Provisional</i>)	-0.03	-0.191	-0.032
9-5 in English & Maths	44.6	20%	46.5%
9-4 in English & Maths	74.8	30%	76.7%

Although we are not satisfied with the overall progress made by our disadvantaged cohort in the academic year 2018-2019, there were plenty of individual success stories.

These results have further strengthened our resolve to intervene earlier, as described in the key actions below, so that we can ensure that all of our students begin their Key Stage 4 studies with the knowledge, skills and attitudes that will enable them to realise their true potential.

Actions for 2020-21:

- To implement a revive and thrive curriculum to ensure we close the gaps that will have occurred since March 2020.
- To track the progress and attainment of PPG pupils at Data Collection Points, to potentially include other key data such as achievement and behaviour points, attendance, barriers to learning.
- To boost the confidence and attainment of PP eligible pupils with a specific focus on the Y11 mentoring programme.
- To use existing processes such as marking scrutiny, teacher evaluations, department development plans, training, learning walks, Data Collection and external networking to continue to raise the progress and achievement for PPG pupils.
- To improve the quality of teaching through an effective Professional Learning Programme.

The Sutton Trust report of 2011 on the impact of teachers on pupil achievement found that, *The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.* It is obvious, then, that the single most important thing any school do to support vulnerable students is improving the quality of teaching and learning.

In an article from the 14 October 2016 edition of the TES John Dunford wrote this:
We know from the Sutton Trust's 2011 report that the quality of teaching disproportionately affects disadvantaged learners. Poor teaching holds them back six months more each year than their more fortunate peers, while excellent teaching benefits them more than it benefits learners from better-off families.

In the Guardian newspaper on the following Tuesday, James Richardson of the EEF pointed out how a whole school view of raising attainment through improving the quality of teaching is key to wise spending of Pupil Premium funding:

People assume that pupil premium funding is used for interventions such as summer schools, catch-up sessions and one-to-one teaching. But the core of pupil premium should be around the quality of teaching and learning in the classroom... Pupil premium isn't just a bolt-on, although because of the separate accountability aspect, people think it is.