

Little Ilford School Pupil Premium Impact Analysis 2019/20

1. Summary information					
School	Little Ilford School				
Academic Year	2019/20	Total Pupil Premium budget	£654,500	Date of most recent Pupil Premium Review	Oct 2019
Total number of pupils	1438	Number and percentage of pupils eligible for Pupil Premium	703 49.02%	Date for next internal review of this strategy	Oct 2020

2. 2019/2020 Cohort information			
	Cohort size	Pupils eligible for Pupil Premium at Little Ilford School	Proportion of students
Yr7	301	146	48.51%
Yr8	300	126	42.00%
Yr9	300	135	45.30%
Yr10	270	140	52.04%
Yr11	267	156	58.43%

3. Barriers to future attainment (for pupils eligible for Pupil Premium)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Lower achievement at Key Stage 2 when compared to national figures due to low literacy skills
B.	Limited access to, and therefore, participation in, extended activities leading to low cultural capital

C.	Higher Pupil Premium attainers at Key Stage 2 do not achieve as well as their non-Pupil-Premium higher attainers at Key Stage 4	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	<ul style="list-style-type: none"> ● Few parents having a university education ● Low expectations from parents ● Cramped housing conditions with houses of multiple occupancy and therefore nowhere for students to study at home. ● Lockdown from March to July 2020 ● Lack of students' engagement with online resources/lessons ● Lack of equipment to access online resources ● Issue regarding parental capacity for homeschooling 	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Rates of progress allow students to make better than expected progress and catch up with their peers nationally. This will be measured using internal monitoring systems to identify gaps as well as GCSE results to quantify the progress.	All learners make significant progress as measured at GCSE level (shown by Analyse School Performance data). Students with low literacy levels are identified and supported to make significant progress across the Attainment 8 subjects.
B.	Students have access to a range of different activities which increase their cultural capital and personal experiences.	Monitoring exercises show that students have attended a range of educational visits and clubs. Student voice shows that student visits and clubs are valued and relevant to them. The number of students going onto the higher colleges and Russell Group universities increases.
C.	Higher Prior Attainers are challenged and learning extended at all opportunities.	Percentage of grade 7+ in GCSE is above national averages across all subjects for High Prior Attainers.
D.	Students and parents are encouraged to aspire to university level education, particularly Russell Group institutions.	School leavers are tracked to university age. Numbers of students who attend university increase. Increase in percentage attending Russell Group Universities.

5. Impact of expenditure and future planning			
Academic year	Impact: 2019/20 Future planning: 2020-21		
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.			
i. Quality of teaching for all			
Chosen action / approach	Desired outcome	Rationale for this choice	Impact and next steps
Higher Level Teaching Assistants and support from TAs.	Identified students are supported in lessons and in small removal groups in English and Maths extra support for identified Yr11 students.	Smaller class groups and additional support to ensure students have the skills and knowledge required to make good progress in English and Maths.	High This strategy has had a high impact on students' progress. Unfortunately, this group support ended in March due to national lockdown. Next steps – HLTA and TAs will continue to support identified students.
Ethnic Minority Achievement / Study Plus lessons	To support our lower attaining students and students with “English as an additional language” and to tackle poor English skills of students with Special Educational Needs in a different way.	Teachers focus on the particular needs of this group of students.	Medium - High Due to lockdown, lessons in school stopped and, although resources were posted online, not all students engaged. Students and parents struggled with homeschooling and, in

			<p>addition, some have a language barrier to overcome as part of their learning needs.</p> <p>Next steps – teachers to continue to focus on identified students and their needs; changes to ensure reading intervention is more effective and is more closely linked to English.</p>
<p>Online revision, textbooks, revision guides, booklets and other support learning tools</p>	<p>Students have access to online and other resources to support revision and learning at home.</p> <p>Departments to have a range of platforms and resources to support learning and teaching.</p>	<p>Support material available to students so that they can make good progress in their subjects</p>	<p>Very high</p> <p>There was a surge in the use of these resources due to lockdown.</p> <p>Next steps – To continue with online resources and other platforms, such as Loom, to support students in school as well as in case of a new lockdown.</p>
<p>Overstaffing in a number of departments - staff allocated to on-call or emergency cover.</p>	<p>Under timetabled experienced staff support students' learning and the whole school behaviour on a lesson-to-lesson basis, so that all students have better access to learning.</p>	<p>Behaviour and learning in cover lessons is better with known teachers. Teachers are supported when challenging behaviour prevents them from teaching.</p>	<p>High</p> <p>The on call and emergency cover strategy was very widely used until it stopped in March due to lockdown.</p> <p>Next step – to continue with this strategy to support teachers who may have to isolate due to Covid.</p>
<p>Total budgeted cost</p>			<p>£358,000</p>

		Actual spend	£378,000
Reason for difference in expenditure: Salary calculation			
ii. Targeted support			
Chosen action / approach	Desired outcome	Rationale for this choice	Impact and next steps
Weekend and holiday revision sessions for GCSE students.	Provide extra time and support for students so that they make good progress and have good attainment in their GCSE exams	These additional sessions make a difference to preparing students for exams.	Medium-High This intervention strategy was in place until March, due to lockdown and it was very successful. Next step – This strategy will not continue initially due to Covid. It will once it is safer to do so.
External Educational Psychologist	All students are able to access the curriculum and improve on their emotional, health and wellbeing with this early intervention.	Continue to use Borough Provided EP to ensure an integrative approach to maintain and improve on the student’s well-being and academic progress.	High This strategy was very much used in school and also from March during the lockdown, with a great impact on our students. Next step – Covid has had a significant impact on students and they need the support of the EP. This strategy will continue in the form of Zoom meetings between students and EP.

<p>Internal counselling services</p>	<p>To mentor students in school to remove emotional barriers to learning.</p>	<p>Offer early intervention when students have social or mental health issues. Identify students that require referral to other agencies.</p>	<p>Very high</p> <p>This strategy has been very effective, even during the lockdown. The School Counsellor was in weekly contact with targeted students. Yr11 in particular had lots of work and support from the School Counsellor.</p> <p>Next step – Covid has had a big impact on students and they need the support of the School Counsellor. This strategy will continue and will include phone meetings in case of another lockdown.</p>
<p>Scholars' Club</p>	<p>To broaden students' academic, personal and leadership experiences.</p>	<p>To create opportunities for students to be exposed to ideas and fields beyond what they learn at school. To achieve the Scholars' Club award students will have to participate in activities from 4 different strands: Strand 1- An aspiring member of the community. Strand 2 – High aspirations beyond the curriculum. Strand 3 – Reading for pleasure. Strand 4 –An independent learner.</p>	<p>Medium</p> <p>Introducing an opt-in approach has helped to foster a scholarly culture amongst the students and has improved engagement, as well as increased the number of students involved (49-69). Staff collaboration also increased from 14-18.</p> <p>The Scholar's fortnight was a huge success: workshops had 124 attendees across 2 weeks</p> <p>The use of Google Classroom was increased, with students submitting</p>

			<p>book reviews and topics for discussion unprompted (57)</p> <p>Impact was medium as lots of content was on the Google classroom and engagement was reduced during lockdown.</p> <p>Next step- This strategy will continue as the issue has been tackled in the Scholars' Club COVID amendments for the year 2020-21</p>
Study Club for Yr11	To raise achievement of identified PPG students on crucial borderlines of English and Maths.	<p>To offer a personalised intervention timetable for students after school with intervention and supervised study time.</p> <p>To provide 1-1 support and help students to Prepare well for their exams.</p>	<p>High</p> <p>The Study Club register from December to March showed very good attendance to this weekly after school event. Data collected in January after the Mock exam showed several students making significant progress in reducing the number of subjects that they were underachieving in, compared with October data.</p> <p>Next steps - This strategy will not take place initially due to Covid.</p>

<p>English workshops for Yr11 with Mr. Bruff</p>	<p>To raise achievement of all students with specialised intervention</p>	<p>Yr11 students will receive support and specific tips from celebrity Mr. Bruff and will have access to his materials for extra revision at home.</p>	<p>N/A This strategy did not take place due to lockdown. Next step – This strategy will not continue next year due to Covid.</p>
<p>Higher attainers’ English support group ‘Glitter’</p>	<p>To offer additional support to targeted underachieving high attainers by providing an after school masterclass.</p>	<p>Selected staff run after school revision sessions where different aspects of the syllabus are discussed in greater depth.</p>	<p>High This strategy did not take place due to lockdown. Next step – This strategy will be adapted this year to comply with COVID restrictions.</p>
<p>English workshops from external experts to Yr11.</p>	<p>All students have expert input and tips for their GCSE English exam so that they have a better understanding of the skills needed to improve attainment.</p>	<p>Yr11 students have workshops delivered by external experts and access to materials to support their progress and understanding of skills and concepts.</p>	<p>High Workshops for An Inspector Calls and Macbeth took place and were attended by the whole cohort. Students valued the workshops and were able to perform better in lessons. Next step – This strategy will be adapted this year to comply with COVID restrictions.</p>

<p>History workshops from external experts to Yr11.</p>			<p>High</p> <p>There were also differentiated exam workshop for history GCSE students (grade 4-6; 7-9) delivered by Malcolm Chandler, (ormer examiner for Edexcel - expert). They focused on key content and mainly exam skills. Attendance was excellent 1/3-3/4 of the cohort and engagement was extremely high.</p> <p>Quote from MC - “Your students worked excellently on Saturday and were a great credit to you. It is almost unknown for students to carry on working to the very end of a course, especially on a Saturday.”</p>
<p>Community Languages lessons</p>	<p>All students have access to an additional GCSE subject by offering the option of a Community Language after school.</p>	<p>Students with poor or very low English levels do Study Plus instead of a Modern Language. This will provide students with the opportunity to have a GCSE in a MFL</p>	<p>Medium</p> <p>Not all students who would have completed a GCSE exam in a Community Language were entered for the exam as lessons stopped due to Covid. Bengali lessons did not take place from March onwards, which affected the students who were learning this language. Other native</p>

			<p>speakers were not able to attend writing skills lessons due to the lockdown.</p> <p>Next step – This strategy will continue for some Community Languages only.</p>
<p>Modern Language Assistants support to students</p>	<p>Students have regular speaking practice with Modern Language Assistants so that they develop their skills and improve performance and attainment.</p>	<p>Students develop students' modern languages speaking skills with extra support from Modern Language Assistants</p>	<p>High</p> <p>Modern Language Assistants supported students in small groups in 1-1 very effectively, developing their speaking and writing/grammar skills until the March due to lockdown. When the lockdown started, the MLAs who stayed in the UK, continued supporting students and the MFL department with online resources.</p> <p>Next step – This strategy will continue. MLAs will join teachers when delivering live lessons in the event of another lockdown.</p>
<p>Off Site provision (short and long term)</p>	<p>Support challenging students to re-engage with learning and provide a more suitable learning environment so that they remain in education.</p>	<p>Reduce the number of permanent exclusions.</p> <p>Provide a learning environment where students can succeed and do not become NEETs.</p>	<p>High</p> <p>This service continued during the lockdown. We were able to use the provision for a student who had been attending as part of the 'vulnerable'</p>

			<p>students teaching in school during lockdown. So far only 3 students are using this provision.</p> <p>Next step – This strategy will continue as it is an important offer from the school.</p>
<p>Safeguarding Lead time</p> <p>Attendance Lead time</p>	<p>To provide targeted support to students with specific issues.</p>	<p>To support students and their parents so that they are happy to come to school, learn and achieve.</p>	<p>Medium - High</p> <p>Following the lockdown in March a number of students experienced hardship and domestic violence. The Safeguarding Lead provided support to Pastoral Teams, parents and students over the phone and liaising with relevant services or agencies. Attendance monitoring was stopped in March, with the exception of the attendance of vulnerable students and the children of key workers, as the school remained open for them. Later on school also reopened for Yr10 students. Attendance was monitored and parents of students who did not attend were phoned to encourage attendance.</p> <p>Next step – Continue with strategy.</p>

<p>LA Attendance Officer' s Support</p>	<p>To offer specific support to students and their families with attendance issues.</p>	<p>To raise attendance of students who have specific issues by having the extra support of the AMS (Attendance Management Services).</p>	<p>High From March schools were closed and there was no need to use the AMS; however, this service was very much used since September to support our Pastoral Teams with their attendance concerns and referrals. Next step – Continue with this strategy and AMS services.</p>
<p>Food Tech – ingredients</p>	<p>Provide basic food ingredients to allow all students to take part in practical lessons.</p>	<p>To support disadvantaged students with ingredients needed to prepare the dishes needed and enable them to meet GCSE criteria for this practical aspect of the exam.</p>	<p>High Ingredients were provided to disadvantaged students until March, when schools closed. The money used to provide these ingredients helped students to cook and complete their GCSE portfolio, making possible for their teachers to assess their work. Next step – Continue with strategy.</p>
<p>Student Rewards and Hospitality</p>	<p>To create a positive learning culture in the school and reduce the number of behaviour points.</p>	<p>To reduce the number of behaviour points. Increase number of reward points. Give students the opportunity to choose reward items based on their points.</p>	<p>Medium This strategy has had a great impact with student engagement and buy in until March. Next step – Continue with strategy.</p>

<p>Social inclusion support / Hardship Fund/Visits</p>	<p>Ensure all students have access to uniform and equipment regardless of background.</p> <p>To give Pupil Premium students an opportunity to travel to another country and develop independence.</p>	<p>Students feel confident and part of the school.</p> <p>Students are prepared and ready to learn</p>	<p>Very high.</p> <p>Visits and other events / areas where this money would have been did not take place. However, there was a considerable amount of money spent on equipment / having equipment ready for students to access online resources.</p> <p>Next steps – continue with the strategy.</p>
<p>Over-staffing allowing for both tutors and mentors</p>	<p>Create availability for students to have 1:1 or small group mentoring (behaviour/emotional/academic), reading intervention or English/Maths intervention</p>	<p>The need for targeted students to improve their organisation, academic focus and develop emotionally with the support of teachers/TAs.</p> <p>Targeted students are also supported with reading or English/Maths intervention</p>	<p>Medium</p> <p>This strategy had a positive impact until March.</p> <p>Next step – We will not continue with this strategy initially but this will be reviewed regularly.</p>
<p>Offer students extra support by employing Bobby Seagull</p>	<p>Increase enjoyment in Maths via team teaching, inspire HPAs and overcome students' anxiety/fear of maths</p>	<p>Bobby Seagull will team-teach with the department, he will also hold 'Masterclass' sessions for targeted groups of students, will also work with students at our feeder schools.</p> <p>We want all students, including our Pupil Premium Students to be passionate about</p>	<p>High</p> <p>Worked well before Lockdown in terms of inspiring students and increasing results for the more able in Maths through supporting more able students to challenge themselves.</p> <p>During lockdown some resources were provided but not as effective as</p>

		learning and about mathematics, and we believe Bobby's skills will support this aim.	the face to face teaching before lockdown. BSE continues to provide stretch and challenge for our maths students. Next step – Continue with strategy.
Total budgeted cost			£198,000
Actual spend			£181,160
Reason for difference in expenditure: Some strategies stopped or didn't take place due to Covid lockdown.			
iii. Other approaches			
Chosen action / approach	Desired outcome	Rationale for this choice	Impact and next steps
East London Business Alliance membership	To give students opportunities to work with local businesses.	Student feedback, feedback from the business people and the outcomes from Careers School all show that this intervention is having an impact on student motivation, enjoyment and career aspirations.	Medium This strategy had good impact until March, when all visits and workshops stopped. Next step – This strategy will continue next year.
Debate Mate Subscription	Improve students' writing, reading teamwork and leadership skills.	In light of the new GCSE students need to develop their extended writing skills. Debating will help them develop these skills in a friendly and motivating environment.	High This strategy had a good impact until March, when it had to stop.

		Students will take part in competitions where they will have the opportunity to showcase their debating skills.	Next step – This strategy will continue next year virtually.
Music Peripatetic staff	To provide all students to continue learning an instrument or taking up a new one.	To give all students the opportunity to learn an instrument. Peripatetic staff are also being used during GCSE whole class teaching	Medium Peri staff have been providing resources for students to use over the lockdown. Prior to this students had weekly lessons with the focus on making progress each week. Peri teachers have also created classes for GCSE students tracking their progress for performance coursework. Teachers have also been giving students feedback and providing video evidence of their performances. Next step – This strategy will continue next year.
Enrichment projects, clubs and teams.	To raise students' confidence and resilience through challenges set in fun extracurricular settings.	Produce independent learners through a varied range of activities that focus on developing the independence of students. Widen students whole-child experience through a broad range of clubs and enrichment activities	Medium Before lockdown, students took part in a varied enrichment programme that aimed to develop their independence. Each of the clubs encouraged interest outside of the classroom. The school ran over 50

			<p>different clubs open to students in all year groups, with attendance high to many of these clubs. Feedback from students to club leaders indicates the clubs are valued and students enjoy attending. In some clubs students entered local and national competitions, building their confidence and communication skills. In Enterprise Club this year the students won the borough finals.</p> <p>This strategy had a good impact until March, when schools closed.</p> <p>Next step – This strategy will continue, and will be moving to online via Google Meets.</p>
<p>Extra-curricular Physical Education – to improve the opportunities available in sport.</p>	<p>Students entitled to Pupil Premium will have access to further sporting opportunities and higher standards of coaching and competition.</p>	<p>To improve footballing ability to ensure students are preparing themselves for practical performance assessment in GCSE Physical Education.</p>	<p>N/A</p> <p>This strategy did not take place due to lockdown.</p> <p>Next step – This strategy will continue next year if possible.</p>

PE Apprentice	To offer extra support to students in lessons and when competing.	To enable a wide range of PE activities by having an Apprentice that will support the PE department in school and when taking students for fixtures to other venues	High The PE apprentice has been a great support to staff and students during school fixtures and during PE lessons as well as lunchtime and after school clubs. Unfortunately, all stopped during lock down. Next step – This strategy will continue next year.
Career School	Ensure students have a range of valuable learning experiences and development of a range of skills leading to future careers/aspirations.	Students choose a particular Career School to experience different careers related learning and to develop a range of skills, i.e. teamwork, leadership, etc.	High This strategy had a good impact until the lockdown in March, when schools closed. Students enjoyed the lesson and were taking part in interesting projects. Next step – This strategy will continue next year.
Total budgeted cost			£103,000
Actual spend			£98,100
Reason for difference in expenditure: Some strategies stopped or didn't take place due to Covid lockdown.			
Total predicted cost			£659,000

Actual spend	£657,100
Initial PPG budget	£654,500
Difference between PPG budget and actual spend	+ £2,600

Other:

There were other additional costs associated with PPG students due to the pandemic as detailed:

Providing breakfast/lunch for students	£2,500
PE equipment - balls, one for each student	£185
Laptops to replace those given to students	£4,550
Mobile phones for Pastoral Teams to contact vulnerable students	£676
Total additional costs	£7,911

Total PPG overspend	£10,511
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