

Little Ilford School Pupil Premium Impact Analysis 2020/21¹

1. Summary information					
School	Little Ilford School				
Academic Year	2020/21	Total Pupil Premium budget	£624,570	Date of most recent Pupil Premium Review	Oct 2021
Total number of pupils	1445	Number and percentage of pupils eligible for Pupil Premium	673 46.57%	Date for next internal review of this strategy	Oct 2022

2. 2020/2021 Cohort information			
	Cohort size	Pupils eligible for Pupil Premium at Little Ilford School	Proportion of students
Yr7	297	128	43.10%
Yr8	295	146	49.49%
Yr9	297	132	44.44%
Yr10	297	134	45.12%
Yr11	259	133	51.35%

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.	Key stage 2 prior attainment for reading in year 9, 10 and 11 is below national expected standard.

¹ This analysis is based on spending from September 2020 to July 2021

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 1 from March to July 2020 and Lockdown 2 January 2021 to March 2021 ● Students' attendance due to parental Covid anxiety ● Students tested positive or had to be isolated. ● Lack of student engagement with online resources/lessons ● Lack of equipment/resources at home to access online learning/resources ● Issues 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 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. The Number of students who attend university increases.

		Increase in percentage attending Russell Group Universities.
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5. Impact of expenditure and future planning

Academic year	Impact: 2020/21 Future planning: 2021-22
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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 when the second national lockdown was introduced in January 2021 but resumed from April 2021, once lockdown was lifted. Next steps – HLTA and TAs will continue to support identified students.

<p>Ethnic Minority Achievement / Study Plus lessons</p>	<p>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 more focused way.</p>	<p>Teachers focus on the particular needs of this group of students.</p>	<p>Medium - High</p> <p>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 addition, some had a language barrier to overcome as part of their learning needs. This strategy resumed after lockdown and demonstrated a very good impact.</p> <p>Next steps:</p> <ol style="list-style-type: none"> 1. Review of Study Plus cohorts and English sets to ensure students are gaining access to appropriate support; 2. Continuation of Study Plus lessons (which have been identified to have a very positive impact on student progress) 3. Continuation and extension of Step Up qualification at KS4 primarily to support EMA and SEND students.
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			<ol style="list-style-type: none"> 4. Continuation of high frequency parental contact to support home learning. 5. Continuation and extension of 1:1 reading support as appropriate through EMA 6. Reading ages to be reassessed for KS4 to enable more focussed support to those in need. 7. Adjustments to reading intervention to both increase its effectiveness and link it more closely to the English curriculum. 8. KS3 curriculum review - embedding reading and disciplinary literacy within all subject curricula.
<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 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 the two lockdowns. The purchase of these resources has meant that the school has been able to provide learning in the</p>

			<p>combination of different circumstances that Covid has thrown at us.</p> <p>Next steps –</p> <ol style="list-style-type: none"> 1. To continue with online resources and other platforms, such as Loom, to support students in school as well as in case of students being ill, isolating or in case of a new lockdown. 2. To build upon newly acquired ICT skills/resources as we develop our offer of intervention. 3. To build upon newly acquired ICT skills/resources as we develop our offer of CPD.
<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 widely used to support staff and students bubbles until it stopped in January due to the second lockdown and it was reinstated from March onwards once school opened again.</p> <p>Next step – This strategy will be reviewed but, if possible, it will</p>

			continue to support teachers who may have to isolate or are ill due to Covid.
Total budgeted cost			£358,000
Actual spend			£358,000
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 This intervention strategy didn't happen until April due to lockdown and it was very successful. Impact Medium due to the limited time it took place. Next step – This strategy will continue - students and staff value this targeted support.

<p>External Educational Psychologist</p>	<p>All students are able to access the curriculum and improve on their emotional, health and wellbeing with this early intervention.</p>	<p>Continue to use Borough Provided EP to ensure an integrative approach to maintain and improve on the student's well-being and academic progress.</p>	<p>High This strategy was very much used in school and also from January during the new lockdown, with significant impact on our students. Next step – Covid has had a detrimental impact on students and they will need the support of the EP. This strategy will continue.</p>
<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 This strategy has been very effective, even during lockdown. The School Counsellor was in weekly contact with targeted students. Yr11 in particular had lots of work and support from the School Counsellor as well as students who began to develop mental health issues and our vulnerable students. Next step – Covid has had a wide ranging 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 online via Google Classroom. This helped to foster a scholarly culture amongst the students and improved engagement, as well as increasing the number of students involved. Staff collaboration also increased with the high number of workshops offered.</p> <p>Impact was medium as lots of content was on the Google classroom and engagement increased because of lockdown.</p> <p>Next step- This strategy will continue.</p>
<p>Study Club for Yr11</p>	<p>To raise achievement of identified PPG students on crucial borderlines of English and Maths.</p>	<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>Medium-High</p> <p>The Study Club register from March onwards showed very good attendance to this after school support/intervention. Data collected in January after the Mock exam as well as other Teacher Assessments data showed several students making significant progress in reducing the number of subjects that they were</p>

			underachieving in, compared with October data. Next steps - This strategy will continue.
English workshops for Yr11 with Mr. Bruff	To raise achievement of all students with specialised intervention	Yr11 students will receive support and specific tips from celebrity Mr. Bruff and will have access to his materials for extra revision at home.	N/A This strategy did not take place due to lockdown. Next step – This strategy will not take place next year.
Higher attainers’ English support group ‘Glitter’	To offer additional support to targeted underachieving high attainers by providing an after school masterclass.	Selected staff run after school revision sessions where different aspects of the syllabus are discussed in greater depth.	N/A This strategy did not take place due to lockdown. Next step – This strategy will not take place next year.
English workshops from external experts to Yr11.	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.	Yr11 students have workshops delivered by external experts and access to materials to support their progress and understanding of skills and concepts.	N/A This strategy did not take place due to lockdown and other restrictions. Next step – This strategy will be adapted to comply with COVID restrictions or other Covid measures..

<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>This strategy offers students with poor or very low English levels who do Study Plus instead of a Modern Language, students who are new to the country and do not speak English, and also to any student who speaks another MFL at home the opportunity to have a GCSE in a MFL or even an additional one.</p>	<p>Medium</p> <p>Not all students who initially said they would like to take a GCSE exam in a Community Language were entered for the exam as lessons stopped due to Covid and online engagement was not effective. Bengali lessons did not take place from March onwards after lockdown, which affected some of the students who were learning this language. Students who were entered for GCSE achieved the outcome.</p> <p>Next step – This strategy will continue next year.</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>Developing 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 January 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>and lessons. After the lockdown, MLAs resumed working with students in school.</p> <p>Next step – This strategy will continue.</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 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’ 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>High</p> <p>Following the lockdown in January 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.</p> <p>Attendance monitoring was stopped</p>

			<p>during lockdown, 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>
LA Attendance Officer' s Support	To offer specific support to students and their families with attendance issues.	To raise attendance of students who have specific issues by having the extra support of the AMS (Attendance Management Services).	<p>High</p> <p>From January to March schools were closed and there was no need to use the AMS; however, this service was very much used from September and then from January to support our Pastoral Teams with their attendance concerns and referrals as well as parents and students.</p> <p>Next step – Continue with this strategy and AMS services.</p>
Food Tech – ingredients	Provide basic food ingredients to allow all students to take part in	To support disadvantaged students with ingredients needed to prepare the dishes needed and enable them to meet GCSE	<p>High</p> <p>Ingredients were provided to disadvantaged students until</p>

	practical lessons.	criteria for this practical aspect of the exam.	<p>December, when schools closed, and then from March, when schools reopened . The money used for the provision of these ingredients has supported the FPN team in ensuring students are prepared for the practical element of their exam, which made up a huge portion of their GCSE.</p> <p>KS3 PPG students benefited from being able to access the kitchens post-lockdown.</p> <p>Next step – Continue with strategy.</p>
Student Rewards and Hospitality	To create a positive learning culture in the school and reduce the number of behaviour points.	To reduce the number of behaviour points. Increase the number of reward points. Give students the opportunity to choose reward items based on their points.	<p>Medium</p> <p>This strategy has had a great impact with student engagement and buy-in until December and then from March, once lockdown ended.</p> <p>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>Medium.</p> <p>Visits and other events / areas where this money would have been spent did not take place until the end of the academic year when the Government allowed these to take place again. Students benefited from the Duke Of Edinburgh Award expeditions. 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 December and then from March onwards, with the gap due to lockdown. 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 and after Lockdown in terms of inspiring students and increasing results for the more able in Maths through supporting more able students to challenge themselves. During</p>

		learning and about mathematics, and we believe Bobby's skills will support this aim.	lockdown some resources were provided but not as effective as 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	£174,288
		Actual spend	£171,048
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 a good impact until lockdown when all visits and workshops stopped and it resumed once we returned to school in March. 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.	High This strategy had a good impact until

		<p>Debating will help them develop these skills in a friendly and motivating environment. Students will take part in competitions where they will have the opportunity to showcase their debating skills.</p>	<p>lockdown, when it had to go online. This impacted take up upon return to school in March, the small group continued to use DM to develop oracy skills.</p> <p>Next step – This strategy will continue next year..</p>
<p>Music Peripatetic Lessons</p>	<p>Students will have the opportunity to continue to learn, or begin learning, a musical instrument.</p>	<p>In learning to play a musical instrument, students need to be disciplined, focused and dedicated to the many hours outside the music classroom that it takes to play beautifully and successfully. This goal can be accomplished partly through the extra tuition and guidance provided by peripatetic staff working with students.</p>	<p>Medium</p> <p>Peri staff have been providing resources for students to use during the lockdown. In addition, every KS4 student was loaned an instrument during school closure so that online teaching could happen. Peri staff each had a google classroom from which one-to-one lessons were delivered via Google Meets.</p> <p>Next step – This strategy will continue next year.</p>
<p>Enrichment projects and clubs</p>	<p>To raise students' confidence and resilience through challenges set in fun extracurricular settings.</p>	<p>Produce independent learners through a varied range of activities that focus on developing the independence of students. Widen students whole-child experience</p>	<p>Low</p> <p>Due to Government restrictions the enrichment programme was only able to start in the final academic term.</p>

		through a broad range of clubs and enrichment activities	<p>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 20 different clubs open to students in all year groups, with attendance being high in many of these clubs. Feedback from students to club leaders indicated the clubs are valued and students enjoy attending.</p> <p>Next steps: This strategy will continue.</p>
Extra-curricular Physical Education – to improve the opportunities available in sport.	Students entitled to Pupil Premium will have access to further sporting opportunities and higher standards of coaching and competition.	To improve footballing ability to ensure students are preparing themselves for practical performance assessment in GCSE Physical Education.	<p>Low</p> <p>This strategy did not take place due to lockdown and Covid restrictions once lockdown ended. There were some after school PE activities only from May onwards, hence the low impact. Next step – This strategy will continue next year if possible.</p>
PE Apprentice	To offer extra support to students in	To enable a wide range of PE activities by having an Apprentice that will support the	<p>High</p> <p>The PE apprentice has been a great</p>

	lessons and when competing.	PE department in school and when taking students for fixtures to other venues	support to staff and students during school fixtures and during PE lessons as well as lunchtime and after school clubs and support in lessons (including online lessons). Next step – Looking at the quality of potential apprentices for 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.	Low This strategy had a good impact until the lockdown as schools closed and students did not get the same immersive experience. Whilst it took place, students enjoyed the lesson and were taking part in interesting projects. Next step – This strategy will continue next year.
Total budgeted cost			£98,719
Actual spend			£98,750

Actual spend			£627,798
Total Pupil Premium budget			£624,570

Difference between PPG budget and actual spend	£3,228
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Other:

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

Providing breakfast/lunch for students	£1,200
PE equipment - balls, one for each student	£185
Laptops to replace those given to students	£1,550
Total additional costs	£2,935

Total PPG overspend	£6,163
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