

Pupil Premium Review 2019-2020

Academy Context				
Total number of pupils eligible for pupil premium funding	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of post-LAC	Number of service children
31	30	2	0	0

Review of the 2019-2020 academic year		Total pupil premium allocation for 2019-2020 academic year: £31,625	
Summary of objectives	Summary of expenditure	Impact on progress and attainment of eligible pupils	Comments
A. To increase the % of Pupil Premium pupils meeting or exceeding their Forecast Grade to >70%.	<ul style="list-style-type: none"> • <i>KS4; Additional revision sessions after School and during selected holiday periods with a GCSE/ Level1/Level2 focus at KS4 £2000</i> • <i>Additional focused 1-1 tuition in Maths and English at KS4 in school and after School £1000</i> • <i>Revision books to be pupils provided to KS4 £500</i> • <i>Offsite tuition in English and Maths. £10,000</i> 	<p>Year 11 pupils attracting a Pupil Premium (PP) grant achieved more qualifications than non-Pupil Premium (NPP) pupils in the exams. All PP Pupils achieved five (9-1 or equivalent) qualifications with, three of the nine Pupil Premium funded pupils attaining five qualifications graded (9-4 or equivalent e.g. (5 grades A*-C).</p> <p>The progress recorded across year 7-9 is broadly similar for both PP and NPP pupils in both English and maths.</p>	<p>During Covid Lockdown March 2019 to July 2020 there was an increase in the use of online education through our Virtual Learning Environment (VLE) Google classroom was also introduced which has enabled live face to face online teaching and tuition. This included revision and catch up sessions for KS4 and a core curriculum offer for KS3 and Primary. Investment was made in additional online support, IT resources and staff training.</p>
B. To continue to improve outcomes so Pupil Premium pupils achieve >NA +sig in the key performance measures – Basics, 100% to achieve an English and Maths qualification.	<ul style="list-style-type: none"> • Additional academic support in lessons at KS4, KS3 and Primary. (Teacher, LSA) £19000 	<p>More Pupil Premium students gained GCSE maths and English than non-premium pupils. 89% (8 out of 9) PP pupils achieved both GCSE English and Maths compared to 72% (13 out of 21) for NPP. Of the 44 GCSEs awarded to VPA pupils, 19 of these were gained by nine PP pupils making an average of 2.1 GCSEs per pupil. The 18 NPP pupils achieved 25 of the 44 GCSE grades, average per pupil = 1.4. As can be seen in the table above, PPG pupils achieved more GCSE, Level 2 and Level 1 qualifications than non-Pupil Premium pupils.</p> <p>66% of PP and 57% NNP made</p>	<p>Many pupils had started with us in September 2019 and the majority have demonstrated positive and expected progress irrespective of Covid. The predicted grades for Summer 2020 were made before Covid and we were confident that the PP pupils were going to make expected and above expected accreditation. During Covid we were able to provide additional 1-1 and small group tuition through online learning. This worked well and ensured our pupils were maintaining their education levels.</p>

		<p>expected or above expected progress in English. In mathematics, 57% of NPP and 58% of PP pupils made expected progress.</p> <p>88% of PP pupils in KS2 have demonstrated expected progress in English and Maths.</p>	
<p>C. To continue to improve the attendance of Pupil Premium pupils so it is > the NA for all pupils. To continue to reduce the persistence absence of Pupil Premium pupils so it is < the NA for all pupils.</p>	<ul style="list-style-type: none"> • Additional funding made available for targeted intervention for PP pupils Attendance. £1000 • Targeted rewards and enrichment activities for high attendance or reaching improvement target. £1000 • Created a nurture group. For persistent non-attenders • Engaged more effectively with external agencies. Working collaboratively with external agencies. • Created bespoke timetable for persistent non-attenders to create a teaching and learning provision that suited their needs designed to encourage attendance • Minibus offered for children struggling with attendance. 	<p>Pupil Premium attendance in 2019-2020 increased from the previous year and was at 68%, 4% higher than NPP for the same time period. Unauthorised absence was also lower than NPP by 3%. Attendance was higher than the National Average attendance for AP by 4%</p>	<p>In addition to support attendance: We Increased Level 1 & Level 2 Attendance meetings. This is updated on the weekly attendance tracker. Reward Fridays for 100% attendance during the week. Significant motivational tactic for pupils with tangible reward</p> <p>Visibility of planned events for all pupils with an understanding that pupils need to achieve a certain level of attendance points to be able to be considered</p> <p>Class tutors to liaise with families in First Day Calling. Reinforced the importance of attendance with the parents/carers and encouraging responsibility for all parties.</p>

<p>D. To continue to reduce the number of fixed term exclusions as a % of Pupil Premium pupils so it is < below the NA for all pupils.</p>	<ul style="list-style-type: none"> • Offsite Alternative Provision for PP pupils to engage them in learning • (ET) Educational Trips and Events £2,000. To increase extracurricular participation and cultural experiences. 	<p>Pupil Premium pupils had a lower than average exclusion rate when compared to Non PP pupils at VPA.</p>	<p>(FTE). Victory Park Academy's fixed term exclusions is lower than the national average for Alternative Provision and Mainstream. This is down to a fully inclusive programme and restorative approach and the use of FTE only in extreme cases. In 2019/2020, 0.0012%, FTE Rate at VPA compared to 63.13% AP National, FTE Rate 10.13 % Mainstream).</p>
<p>E. To ensure that Pupil Premium pupils are prioritised in terms of CIAEG and 100% are in education, employment or training when they leave the Academy.</p>	<ul style="list-style-type: none"> • Additional support provided through interviews and applications • To improve aspirations and motivation. Targeted (and more frequent) CEIAG will be prioritised for all Pupil Premium pupils and begin earlier i.e. Year 7. £1000 	<p>All PP pupils in KS4 were provided with additional interviews with CIEAG and support with applications.</p> <p>SACC (2) 15.3%</p> <p>SEC (6) 46.1%</p> <p>Other (2) 15.3%</p> <p>Employment (2) 15.3%</p> <p>Unknown (1) 7.6%</p> <p>Total (13) 100%</p> <p>Not NEET or unknown(12) 92.3 %</p>	<p>A full programme of supervision and mentoring were put in place including Mentoring and 1-1 work, Careers interviews, applications, CV and supportive advice and guidance. All PP pupils engaged well with Careers support with the large majority having identified destinations on leaving. The same number of PP pupils have sustained their destination places and further checks will be carried out during 2020.</p>