

Pupil Premium 2020-2021

Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities to reach their potential and close the gap between them and their peers.

Who are disadvantaged pupils?

- **Ever 6 FSM** – pupils who, in the past 6 years, have been eligible for free school meals (FSM).
- **Children Looked After (CLA)** previously referred to as **Looked After Children** (LAC) – defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority or children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangement order or a residence order
- **Ever 6 Service Children** – children whose parents have been in the armed services during the previous 6 years or a child in receipt of a child pension from the Ministry of Defence.

Funding

For the financial Year 2019-20, School will receive the following funding:

- £955 for every 'Ever 6 FSM' pupil
- £2,345 for each CLA through the Pupil Premium Plus Grant (PPG+).
- £310 for Ever 6 Service Children.

Accountability

The Government believes Head Teachers and School Leaders should decide how to use the Pupil Premium. They are held accountable for the decisions they make through:

- Performance tables which show the performance of these pupils compared with their peers.
- The Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium.
- Schools also have a statutory requirement to document their intended Pupil Premium spend and impact of the previous year's spend on their website.

Pupil Premium at Smithills School

Research shows that students from low social, economic backgrounds underachieve compared to their peers. The Pupil Premium grant is provided to enable these students to be supported to reach their potential.

Pupil Premium Strategy Statement 2020-21 Plan 2019-20 Review

Intention (desired outcomes and how they will be measured)					Success / Measurement criteria
A.	To improve academic outcomes for disadvantaged pupils				Reduction of progress gaps compared to Others Nationally
B.	To develop well rounded individuals that have high levels of both literacy & numeracy when they leave secondary education				Improved Reading Ages & Numeracy levels (GCSE English & Maths)
C.	To increase participation in extra-curricular activities & prepare pupils for their future post secondary school				Improved Extra-Curricular take up
D.	To improve & sustain high attendance rates				96% above for attendance
E.	To further reduce the number of fixed term & permanent exclusions				Continue to reduce the amount of exclusions

Planned expenditure

Academic year	2020-2021
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The 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. To Improve Learning in the Classroom

Intention	Chosen approach	What actions will be taken to make progress towards achieving the intention?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The core subjects gap is reduced	AVP Whole School Data to lead on & identify & monitor groups	To use Whole School Data as a driver for improvement	Frequent analysis of data	JP	Data capture & assessment points
To ensure that disadvantaged pupils have access to resources	To provide resources to ensure pupils have access to remote learning	Ensuring disadvantaged pupils have the same access to out of school learning	Auditing access to remote learning at home & providing remote access.	PPY	On-going throughout the year specifically when a child/group of pupils need to isolate
To ensure that disadvantaged pupils have access to quality first teaching with a focus on improving reading	Staff training	Delivering staff development that is bespoke	Staff feedback & implementation in the classroom	AC/CDE	Quality assurance capture points & subject evaluation (SOAP)
To facilitate accelerated levels of literacy for disadvantaged pupils	Intensive reading programme	Ensuring high levels of literacy support by providing additional lessons	Baseline of Reading Ages at comparative points to identify improvement	AC	On-going throughout the year
To improve outcomes & rates of progress in mathematics	Increase the leadership capacity in mathematics	Numeracy development will be driven through the mathematics faculty to improve pupil confidence	Frequent review of mathematics implemented curriculum	MSM/JP/RMN	Data capture & assessment points

ii. To Remove Barriers to Learning

Intention	Chosen approach	What actions will be taken to make progress towards achieving the intention?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To safeguard all pupils	Dedicated safeguarding officer	Ensuring that safeguarding policies & procedures are robust & staff training keeps pupils safe	Analysis of incident logs, pupil voice & line management	ID	On-going throughout the year
To provide pupils who require extra support	Provision of a school counsellor & a member of staff overseeing well-being strategies.	By providing pastoral support that caters for a significant number of needs & provide bespoke pastoral care	Analysis of pupil BfL grades, attendance & exclusions.	ID	On-going throughout the year
To provide transition support	Dedicated member of staff	Working with key members of staff in ensuring a successful transition between KS2 & KS3	Reviewing success through line management & pupil voice	JHN	On-going throughout the year
To raise attendance	Strengthening of the attendance team	Bespoke members of staff will track attendance	Line management capture & frequent reviews	ID	On-going throughout the year
To provide bespoke support to pupils at risk of exclusion	Creation of the Inclusion and Engagement team	Develop a mentoring & support system	Ongoing reviews of pupil engagement	AC	On-going throughout the year

iii. To Provide Enrichment Beyond the Classroom					
Intention	Chosen approach	What actions will be taken to make progress towards achieving the intention?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To develop cultural capital opportunities	To improve life chances by providing pupils with the opportunity to understand the context of the learning	Development of the curriculum to ensure that pupils are exposed to why they are learning something	Staff training and on-going development of the curriculum	CDE	On-going throughout the year
To continue to improve the number of pupils going into further education or employment	Careers advisory service with the employment of a full-time IAG officer	By engaging with relevant stake holders to ensure that NEET levels are reduced	Monitor the destinations of leavers	JL	On-going throughout the year
To ensure that disadvantaged pupils have access to extra-curricular activities	Regular targeted sessions to improve progress	Supported bespoke sessions to improve engagement	Year 11 HoY to work with SL's on identifying target groups	RH	Data capture & assessment points
The use of the discretionary fund	To provide additional funds to remove barriers	By removing all barriers so that all pupils can access the curriculum	Frequent evaluation of impact	JPG	On-going throughout the year
Review of expenditure					
Previous Academic Year	2019-2020				
i. To Improve Learning in the Classroom					
Intention	Chosen approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP if appropriate.	Lessons learned (and whether you will continue with this approach)		
To personalise learning	To closely monitor the progression rates	Data indicators were pointing towards continued improvement from the previous academic year with Autumn data indicating sustained improvements	The strategy will alter in response to changing pupil groups - The strategy will continue		
To support and challenge underperformance in Year 11	To support disadvantaged pupils	The impact demonstrated from the end of the Autumn term indicated further improvement & this was demonstrated in the GCSE grades awarded in the summer of 2020.	This approach will be altered to focus on specific pupil groups by making better use of performance data		
To challenge, support & inspire most able pupils	To identify & support the MA DP pupils	The progress on the MA DP continued to be slow in comparison to other pupils groups	A review is taking place into how best to maximise the opportunities for MADP		
To develop and promote literacy and numeracy	To raise the profile of literacy & numeracy by offering bespoke lessons	To ensure a high quality of education & to provide a breadth & depth of curriculum.	To ensure a breadth of curriculum literacy and numeracy is delivered through cross-curricular links		
Deployment of an additional class teacher in English	To improve attainment for all pupils	This strategy continues to demonstrate impact & the English department is developing in strength	This approach will be modified in light of changing priorities		

ii. To Remove Barriers to Learning			
Intention	Chosen approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP if appropriate.	Lessons learned (and whether you will continue with this approach)
To support all pupils and ensure they are ready to learn	To offer a bespoke nurture environment	Pupils were integrated into school with a focus on well-being, developing life skills & learning how to contribute to society. The outcome of this has led to pupils having a greater ability to access the curriculum independently	Nurture provision will continue to build on the success of previous years
To safeguard all pupils	To support all pupils and decrease the number of bullying incidents	Safeguarding is strong & is a strength of the school. This will be continued in the current form	This approach will be continued
To improve attainment & progress & reduce challenging behaviour by establishing interventions	Dedicated staff allocated to each Key Stage	This is continuing to improve & the driving force behind the whole school improvement supports this aspect as the culture of the school & the development of a love of learning continues to improve	This approach will be continued
Counselling - 1:1 support for pupils	To improve life skills & promote resilience	Ongoing - Pupil take up of this service is increasing and pupil engagement with Well-Being strategies was good during the school closure	This approach will be continued in addition to a dedicated member of staff focussed on well-being strategies across the school
To raise the attendance of pupil premium children	Dedicated staff allocated to each Key Stage	This is continuing to improve & the driving force behind the whole school improvement supports this aspect as the culture of the school & the development of a love of learning continues to improve	This approach will be continued
iii. To Provide Enrichment Beyond the Classroom			
Intention	Chosen approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP if appropriate.	Lessons learned (and whether you will continue with this approach)
Provide an alternative pathway for pupils at risk of permanent exclusion	To offer a bespoke setting	The impact of pupil well-being is very strong & most pupils have gone on to a post-16 destination.	Pupils will be catered for by the creation of the Inclusion & Engagement Team
An alternative provision for targeted SEND pupils	Specifically targeted pupils will complete the Personal & Social Development Course	Soft indicators are that a selected group of pupils achieved a PSD qualification & that the success of this is being carried forward into 2020/21	Identification of pupils for the forthcoming academic year will take place to emulate the success of this strategy
To challenge & develop MA pupils	To provide the opportunity to complete the Citizenship GCSE	The impact is more challenging to measure as a result of National school closures from March 2020.	This approach will be continued
The use of the discretionary fund to provide additional opportunities to make learning meaningful	To provide additional funds to remove barriers & make learning enjoyable	During the period of school closure significant efforts were gone to to ensure pupils were safe and in frequent contact with key members of staff in addition to face to face support	This approach will be continued
To enrich the curriculum so as to provide cultural capital	To increase opportunity to learn outside of the classroom	The impact of this is ongoing and is evident in the work pupils undertake on a daily basis	This approach will be continued
TOTAL PP AMOUNT 2019/20			£408,240