

**FUNDING TO SUPPORT DISADVANTAGED STUDENTS**



**Strategy & Implementation 2021-22**

**Context and Funding**

The Pupil Premium Grant (PPG) was introduced by the Government in 2011. The conditions of this funding are to:

 Raise the attainment of disadvantaged students (DS) of all abilities to reach their potential

 Support children and young people with parents in the regular armed forces.

The three groups of eligible pupils are: those who are Ever 6 free school meals pupils, those who have been adopted from care or whom have left care, or are Ever 6 service children. Ever 6 relates to students who have been eligible for free school meals since May 2014. Ever 6 for service children relates to the eligibility for the service child premium.

This funding is allocated to the Academy and it is for the Academy to decide how it is spent, since we are best placed to assess what additional provision should be made for individual students in our care. This Academy uses the funding to address underlying inequalities, by ensuring that funding impacts on the progress of the students who need it most.

**Our Funding Allocations (last 3 years):**

**Total funding April 2019 to March 2020 £267,410**

**Total funding April 2020 to March 2021 £263,580**

**Total funding April 2021 to March 2022 £275,995**

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| --- | --- | --- | --- |
| **Year** | **2021-22** | **2020-21** | **2019-20** |
| Income | £279,995 | £263,580 | £267,410 |
| School roll (no of students) | 783 | 745 | 702 |
| Eligible students | 289 | 276 | 286 |
| % Eligible students | 36.91 | 37.05 | 40.74 |

**Contextual Information (last 3 years):**

|  |  |  |  |
| --- | --- | --- | --- |
| Year  Group | **No. of students (2021-22)** | **No. of eligible students (2021-22)** | **% of year group (2021-22)** |
| 7 | 191 | 62 | 32.4 |
| 8 | 192 | 67 | 34.9 |
| 9 | 177 | 71 | 40.1 |
| 10 | 141 | 54 | 38.3 |
| 11 | 116 | 37 | 31.9 |
| 12 | 107 | 29 | 27.1 |
| 13 | 71 | 27 | 38.0 |
|  | **817** | **289** | **35.5** |

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| --- | --- | --- | --- | --- | --- | --- |
| Year  Group | **No. of students (2020-21)** | **No. of eligible students (2020-21)** | **% of year group (2020-21)** | No. of students (2019-20) | No. of eligible students (2019-20) | % of year group (2019-20) |
| 7 | 187 | 68 | 36.4 | 176 | 52 | 29.5 |
| 8 | 180 | 73 | 40.6 | 149 | 62 | 41.6 |
| 9 | 149 | 53 | 35.6 | 127 | 48 | 37.8 |
| 10 | 122 | 41 | 33.6 | 139 | 52 | 37.4 |
| 11 | 137 | 48 | 35.0 | 142 | 67 | 47.2 |
| 12 | 87 | 29 | 33.3 | 102 | 33 | 32.4 |
| 13 | 90 | 29 | 32.2 | 92 | 30 | 32.6 |
|  | **745** | **281** | **37.7** | **702** | **286** | **40.7** |

NB: Although Year 13 students are not flagged as disadvantaged in the DfE database, we consider any student who was flagged as this in Year 12 will continue to be so in Year 13 and hence we would seek to support them as and when necessary.

To achieve the above objectives and enhance the opportunities for our eligible learners we have implemented a variety of intervention strategies, on an individual student basis, which are monitored throughout the academic year. The impact of these strategies is analysed at a detailed level to ensure our objectives will be met. It is also common practice that if an intervention is not having the desired impact or if the needs of the eligible learners change, we will adapt the way in which we support that student.

To do this we need to address the barriers to learning that are faced by our disadvantaged students. These can be summarised as:

1. Poor attendance compared to non-disadvantaged students.

2. Lack of parental engagement and support due to a range of issues faced by parents/carers of DS.

3. Below average reading age.

4. Lack of cultural capital and also the knowledge required to be successful at GCSE and BTEC

level.

5. Lack of access to opportunities to engage in music lessons, additional tuition, school trips and visits, etc.

6. Lack of finances for basics – such as food, uniform, equipment, resources etc.

7. Behaviour a barrier to learning,

8. Providing a full-time alternative curriculum for the group of students, many of whom are DS, in

our LIFE Centre. These students are at high risk of permanent exclusion if alternative support is

not made available to them

This is not an exhaustive list and it is important to note that the extent to which the above barriers apply to DS at our school is variable and as such, is addressed in a bespoke way.

**Planned Expenditure 2021-22 (last reviewed 28.10.21)**

|  |  |  |
| --- | --- | --- |
| **Area** | **Anticipated**  **Cost** | **Expected Impact** |
| **SPECIFIC STAFF ROLES** | | |
| Senior Leadership including AVP with responsibility for PP and Data Manager | £20k | Leadership focus on all year groups. Continuing raising attainment levels & attendance in all year groups.  Narrow the attainment gaps further in all year groups but particularly in Year 11. |
| Additional member of staff in LIFE to support DS | £24k | PA PP attendance in all year groups to exceed 92%.  Significant reduction of FTEs and continued reduction in permanent exclusions. |
| Attendance and Welfare Officer | £20k | Overall academy target to >95% through intervention, monitoring and tracking by AO, AVPs, Progress Leaders and form tutors |
| Existing Pastoral Support Manager to support PP students | £16k | PA PP attendance in all year groups to exceed 92% in 2020-21 |
| Staff costs for Year 11 tutorials | £15k | Disadvantaged students succeed in all subjects as a result on bespoke individual after-school tutorials every week |
| **STUDENT SUPPORT** | | |
| COVID response to fund IT support for home learning | £25k | All disadvantaged students are fully equipped to continue with learning online from home |
| School-Led Tutoring | £9.5k | The Academy receives £38k from the DfE and contributes 25% of this allocation to fund after-school tutoring for Year 11 as part of our catch-up programme |
| Alternative Curriculum (LIFE) | £92k | Decreasing trend in permanent exclusions due to tailored alternative curriculum and provision for those ‘at risk’ of not completing mainstream education. The vast majority of LIFE students are disadvantaged.  The ultimate aim is to reintegrate these students on a phased return to mainstream lessons. |
| **TEACHING AND LEARNING** | | |
| Intervention in E/M/S for Year 10/11 | £10k | Online interventions, including ‘My Tutor’ to support DS to achieve target grades in E/M/S and therefore apply for Level 3 courses in Year 12. |
| Accelerated Reading | £1k | Evidence in all lessons of confident readers  Reading assessments show improvement of average reading age for PP in each year group |
| Summer School | £3k | Raise attainment in core subjects, raise aspirations for Sixth Form, raise attendance  Develop study skills transferrable to independent learning at home |
| PP GCSE package  - Years 10 & 11 | £5k | Revision guides, motivational speakers, workshops  P8 gap and homework STC grade analysis provides evidence of reducing gap between PP and non-PP |
| **OTHER EXPENDITURE** | | |
| Careers Seminars | £2k | Raising aspirations measured by increased number of Year 12 applications and retention going into Year 13 |
| Careers, Guidance and Support for DS in Years 9 - 11 | £8k  External careers advisor | All DS provided with 1 hour of guidance/support each academic year  Tutorials will be planned and delivered in departments to support Year 11 with revision, exam preparation and planning for Post-16. |
| Counselling | £12k | Vulnerable students to achieve at least 92% attendance, resulting in the Academy achieving its PA attendance target of <12% |
| Response Money for individual DS | £12k | Vulnerable students do not have any barriers to learning and achieve at least 92% attendance |
| Brilliant Club | £3k | University-style tutorials to small groups of students, which develop the knowledge, skills and ambition that help those students to secure places at highly-selective universities. |

**Planned activities:**

1. Barriers to learning and engagement will be identified using a number of methods, most importantly engaging in gaining DS voice about their experiences in school and beyond school, which hinder their progress. These 1:1 conversations will be between the Assistant Vice Principal with responsibility for Pupil Premium, Progress Leaders for each year group and the student; the conversation may engage parents/carers when necessary. The conversation will be logged and then reviewed regularly to adapt and update any necessary provision and/or support.

2. Monitoring of attendance of DS by our Progress Leaders and our Education Welfare & Attendance Officers. Engagement of these students via positive methods where appropriate, such as home visits, attendance meetings/letters and phone calls home. If attendance becomes an issue for any DS, then our Education Welfare & Attendance Officers will engage with the LA inclusion team and start the AIM (Attendance Improvement Meeting) processes as well as using other strategies to improve attendance.

3. Intensive literacy intervention will be put in place for:

a. All Year 7 disadvantaged students who are not “secondary ready” and whom have

reading ages below their peers and expected standards (below a reading age of 11). b. All Year 10 and 11 disadvantaged students for English whereby

they will be taught in smaller groups by a specialist English intervention teacher.

c. All Year 7 and 8 disadvantaged students will receive further intervention if their progress in English indicates that their literacy and attainment in these subjects is still below that of their peers.

4. When recruiting students for student leadership posts for 2021-22, we will ensure (as for

2020-21) that the proportion of DS who are allocated a post is broadly in line with the proportion of DS within the Academy.

5. Development of whole academy literacy will become a focus within the teaching and learning priority for the school. This will focus on the development of key essential vocabulary and subject specific language explicitly taught across all subjects and explained to all students. This is part of the longer term plan for developing literacy development across the Academy; all literacy strategies that are put in place will have the most impact on our DS given their potential lack of access to such vocabulary elsewhere.

6. The funds devolved to support disadvantaged students will be used to support:

a. Access to extra-curricular activities such as music lessons, trips and visits, etc. b. Access to revision resources (books and online learning packages) alongside

structured revision sessions delivered by external online providers to Years 9-11 at key points in the year.

c. Intervention strategies for DS who have specific behavioural, SEMH (social, emotional, mental health) or nurture needs.

d. Access to IT provision at home to ensure all DS are able continue with their learning during any periods of lockdown or self-isolation during the COVID-19 pandemic.

This will be overseen by the AVP responsible for PP and will be carried out on a needs basis to ensure that the money spent is robustly spent on items that will positively impact attainment, attendance, and engagement. Student voice will be gained alongside communication with parents/carers of all DS to ensure all needs are met within the confines of what is possible with the budget; this will be prioritised based on need and knowledge of the DS.

7. Early in 2021-22, a visit(s) will be made to another school (if possible and if pandemic allows) with very similar context to All Saints’ Academy, which is successfully using their PPG to significantly narrow or remove the gap in performance between DS and non-DS. The aim of this visit(s) would be to glean successful strategies that can then be transferred and implemented at All Saints’ Academy.

8. Following each set of Year 11 mock exams (October 2021, December 2021 and March 2022) identify a group of DS who will benefit from additional English, Maths or Science tuition after school or via the online programme ‘My Tutor’.

9. All 37 Year 11 disadvantaged students will be included in the Academy ‘School-Led Tutoring’ programme, receiving 1:1 tuition in English, Maths, Science and EBACC subjects. The Academy will contribute 25% of the catch-up funding received by the DfE.

10. All 37 Year 11 disadvantaged students will receive additional pastoral support (PSHE) every week. This support will take the form of the ‘VESPA’ programme and will be tailored to meet the needs of each ability group (UA, MA and LA). The aims of this intervention to raise aspirations, raise self-esteem (where applicable) and develop study and revision skills.

**Evidence base for strategy:**

2019-20

1. This strategy was used successfully in the academic year 2019-20 and the progress gap between the **attainment** of students who were disadvantaged compared to non-disadvantaged narrowed from **-0.9 in 2018-19 to -0.8 in 2019-20.**

2. This strategy was used successfully in the academic year 2019-20 and the gap between the **attendance** of students who were disadvantaged compared to non-disadvantaged narrowed from **4.8% in 2017-8 to 2.3% in 2018-19. The attendance gap in 2019-20 closed further to 2.0%.**

2020-21

1. This strategy was used successfully in the academic year 2020-21 and the progress gap between the **attainment** of students who were disadvantaged compared to non-disadvantaged narrowed from **-0.8 in 2019-20 to -0.3 in 2020-21 with projections for 2021-22 indicate a further closure of this gap to -0.2**

2. This strategy has some degree of success, during a year with two major lock downs. Attendance for disadvantaged students was 90.3% in 2020-21. Year 7 and Year 11 disadvantaged were at 92.7% and 92.2% respectively. The main school attendance for all students was 93.2%

3. The EEF (Education Endowment Foundation) report “The Attainment Gap” states that *targeted small group and 1:1 interventions have the potential for the largest immediate impact on attainment.*

4. The EEF’s Pupil Premium Guide states that *the quality of teaching in the classroom makes the biggest different and whole school improvements in the quality of teaching and learning is key. One key aspect of this is the improvement of vocabulary (including disciplinary vocabulary) and language acquisition.*

5. A recent Sutton Trust report states that more than a quarter of secondary school pupils in England and Wales have received private tuition. Such tutoring sessions cost £25+ and as such, many parents cannot afford it.

6. The EEF’s Pupil Premium Guide states that a three tiered approach should be used when making provision for disadvantaged students – (1) quality of teaching (2) targeted academic

support and (3) wide strategies to support the needs of each child. This has informed the approach to the areas outlined above.

**Success criteria that interventions will be judged against:**

* The **attainment** gap between disadvantaged students and non-disadvantaged students will be significantly reduced, completing a 3 year trend, and in-line with other similar schools.
* The **attendance** gap between disadvantaged students and non-disadvantaged students will be significantly reduced, completing a 3 year trend, and in-line with other similar schools.
* In Year 7, disadvantaged students with lower than average levels of literacy will make significant progress in terms of catching up with their non-disadvantaged peers.
* Proportionally, disadvantaged students will demonstrate equal levels of uptake to start, and complete, level 3 qualifications in the Sixth Form at the Academy.
* Proportionally, disadvantaged students will demonstrate equal levels of uptake in student leadership positions.
* There will be a positive impact of the Academy’s use of the Pupil Premium Grant to support

DS, including ensuring access to home learning tasks during the COVID-19 pandemic, the opportunity to attend all curricular and as many extra-curricular opportunities as possible.

**Review Dates:**

**April 2022 and August 2022**