

# Pupil Premium Report



*Believe, Succeed, Together*

September 2021

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## 1.0 Definition of Disadvantaged Pupils

In 2011, the Government sought to address the inequality in attainment of disadvantaged pupils (compared to their non-disadvantaged counterparts) by allocating funds to schools.

'Disadvantaged pupils' refers to those pupils who attract government pupil premium funding i.e. those pupils claiming free school meals at any point in the last six years and those who are looked after by a local authority or who have ceased to be looked after by a local authority.

Full details on the funding arrangements can be found at: <https://www.gov.uk/government/publications/pupil-premium/pupil-premium> and are summarised below.

<b>Pupil Premium Category</b>	<b>Pupil Premium Grant</b>
Pupils in Year 7-11 recorded as Ever 6 FSM	£955
Looked after children (LAC) and previously looked after children (PLAC)	£2,345

The Service Premium is not part of the Pupil Premium. This funding is to help with pastoral support.

<b>Service Premium Category</b>	<b>Service Premium Grant</b>
Pupils in Year 7-11 recorded as Ever 6 Service Child i.e. parent is s serving in HM Forces or has retired on a pension from the Ministry of Defence.	£310

## 2.0 Academy Demographic of Disadvantaged Pupils

In 2020-21, there were **293** Pupil Premium pupils on roll which constituted **27.8%** of the pupil population vs. NA of **28.9%**.

Year Group	Number of Pupils	Number of Disadvantaged Pupils
7	233	65
8	225	69
9	214	56
10	210	53
11	185	50
<b>Total</b>	<b>1067</b>	<b>293</b>

## 3.0 Barriers faced by Disadvantaged Pupils

### 3.1 Generic Barriers

The main generic barriers faced by disadvantaged pupils are:

- Low aspirations.
- Lack of confidence.
- Low self-esteem.
- Poor social and emotional support networks.
- Intergenerational underachievement.
- Poor attendance.
- Poor behaviour.
- Lost (face-face) learning through school closures leading to greater inequality gaps between them and their peers.

### 3.2 In-School Barriers

The main in-school barriers faced by disadvantaged pupils are:

- Attendance <NA for all pupils.
- Lack of engagement in remote learning during periods of school closure.
- Lack of parental engagement, exacerbated by the pandemic, and which diminishes further over time.
- Lack of CIEAG focus which leads to diminishing aspirations.
- Influence of negative social groups which contributes to poor attendance and behaviour.

### 4.0 Strategies used to improve the Achievement of Disadvantaged Pupils

The main strategies that have been used and will continue to be used are:

- Promoting and reinforcing an ethos of high achievement for all.
- Appointing highly competent teaching staff in EBacc subjects.
- Assigning the best teaching practitioners to groups with disadvantaged pupils.
- Deploying specialist tutors to work with pupils in small groups and on a 1:1 basis.
- Creating smaller sets in KS4 English, Mathematics and French.
- Adapting the curriculum to facilitate catch-up - [Education Recovery Curriculum](#)
- Assigning a mentor to all Year 11 disadvantaged pupils.
- Prioritising CEIAG for disadvantaged pupils.
- Providing educational resources and access to trips and events – academic and cultural capital.
- Regularly reviewing achievement data through Pupil Achievement Tracker (PAT).
- Incorporating pupil achievement objectives for disadvantaged pupils into performance management appraisals.
- Deploying the Local Authority Attendance Officer to specific cases to support improvements in attendance.
- Raising aspirations through university visits, guest speakers and ‘drop-down’ events.
- Providing appropriate digital devices for use during school closure periods and/or requiring disadvantaged pupils’ to attend school (on site remote learning).
- Providing additional access to the in-house BACP Counselling Service and an option to access an external service.
- Acting as a Lead School in DfE programmes e.g. ‘Most Effective Strategies for Disadvantaged Pupils’.

## 5.0 Income and Expenditure

The Academy received **£251, 765** for the academic year 2020-21. The breakdown of this expenditure is detailed below.

Code	Support	No of Pupil Premium Pupils	Cost	Summary
TS	Teaching staff	293	£104, 176	The Academy employed additional staff in certain EBacc subjects – English, Maths and MFL to teach all pupils, including disadvantaged pupils.
TUT	Tuition	293	£69, 359	The Academy employed tutors on a part time basis in English and Mathematics. These tutors worked with disadvantaged pupils on a 1:1 basis and/or in small groups. All disadvantaged pupils received a minimum of 4 hours tuition throughout the year and the level of provision was determined by the rate of progression towards their Forecast Grade.
ER	Educational Resources	194	£ 36, 116	The Academy covered the cost of a range of resources including: online safety workshop (£1, 400), general textbooks (£4, 455), Mathematics textbooks (£6, 252), Science textbooks (£6, 177), English textbooks (£4, 410), licenses and subscriptions (£2, 119), GCSE Pod (£4, 810 ), Young Enterprise tickets (£1, 350), reading tests (£3, 180), noticeboards (£1, 306), planners (£4, 789) and sundries (£677),
MT	Music Tuition	21	£6, 480	The Academy provides private music tuition for disadvantaged pupils.
ET	Educational Trips	10	£ 2, 708	The Academy covered the cost of external trips and educational visits for disadvantaged pupils.
CA	CEIAG	67	£ 1, 773	The Academy provided additional external careers advice for KS4 disadvantaged pupils.
BACP	BACP Counselling Service	25	£ 25, 035	The Academy provided additional pastoral support for disadvantaged pupils through the internal BACP Counselling Service, external therapeutic services and child and family intervention.
OTH	Other	61	£2, 979	The Academy covered the cost of a range of other activities including home tutoring (£125), attendance rewards (£454) music tuition (£480) and Brilliant Club (£1920).
<b>Total</b>			<b>£251, 765</b>	

When the above expenditure was reviewed, the most (cost) effective strategies were TS, TUT and SCI, the impact of which is covered in section 6.0.

# 6.0 Impact of Funding

## 6.1 Year Group Breakdown

Year Group	% Meeting or Exceeding Forecast Grade (English)	% Meeting or Exceeding Forecast Grade (Maths)
7	62%	67%
8	67%	66%
9	64%	69%
10	73%	70%
11	85%	80%

\*The Forecast Grade is derived from FFT Type D Rank 20.

## 6.2 Year 11

### 6.21 Disadvantaged Pupils' Performance (2021 vs. NA) - Standard Pass

	2021	National Average for Disadvantaged Pupils	Performance Differential
9-4 in English	93%	59%	+34%
9-4 in Maths	89%	51%	+38%
9-4 in English and Maths	86%	45%	+41%
EBacc APS	4.88	3.07	+1.81
Attainment 8 (A8)	53.48	36.73	+16.75
Progress 8 (P8)	0.67	-0.44	+1.01

In 2021, all measures recorded a positive differential when compared to the NA for disadvantaged pupils.

### 6.22 Disadvantaged Pupils' Performance (2021 vs. NA) – Strong Pass

	2021	National Average for Disadvantaged Pupils	Performance Differential
9-5 in English	86%	42%	+44%
9-5 in Maths	75%	30%	+45%
9-5 in English and Maths	70%	25%	+45%
EBacc APS	4.88	3.07	+1.81
Attainment 8 (A8)	53.48	36.73	+16.75
Progress 8 (P8)	0.67	-0.44	+1.01

In 2021, all measures recorded a positive differential when compared to the national average for disadvantaged pupils.



### 6.23 Disadvantaged Pupils' Performance (Subjects)

	2019		2020		2021	
	National	Academy	National	Academy	National	Academy
Art	75%	50%	86%	75%	86%	83%
Business Studies	65%	83%	80%	86%	80%	100%
Citizenship	65%	65%	80%	83%	80%	84%
Computer Science	61%	75%	75%	-	75%	-
Drama	74%	80%	86%	86%	86%	75%
English Literature	74%	69%	79%	85%	79%	93%
English Language	70%	56%	71%	85%	71%	91%
French	70%	37%	82%	58%	82%	59%
Food Preparation	63%	33%	78%	67%	78%	67%
Geography	65%	36%	75%	68%	75%	83%
Graphics	62%	33%	79%	86%	79%	71%
History	64%	65%	74%	88%	74%	88%
ICT	67%	67%	67%	-	67%	80%
Mathematics	71%	78%	67%	90%	67%	89%
Music	75%	75%	89%	75%	89%	100%
Physical Education	70%	70%	87%	90%	87%	93%
Double Science	55%	44%	64%	73%	64%	84%
Statistics	72%	83%	83%	100%	83%	93%
Sociology	-	-	-	-	78%	83%
% subjects ~> national		61%		69%		72%

From 2018-2021, disadvantaged pupils' performance when compared to the NA for **all** pupils, exceeded the NA in over 60% of subjects. Further, this has increased year-on-year and exceeded 70% in 2021.

\*A statistical significance test could not be applied to the data above. In this instance, green indicates that the data was equivalent to or greater than (~>) the national average for **all** pupils.

#### 6.24 Disadvantaged Pupils' Attendance

Pupil Group	2018-19			2019-20			2020-21		
	Academy	National	Variance	Academy	National	Variance	Academy	National	Variance
All Pupils	96.0	94.5	+1.5	96.1	94.5	+1.6	94.6	94.5	+0.1
Disadvantaged	93.2	91.9	+1.3	93.4	91.9	+1.5	91.8	91.9	-0.1

From 2018-2020, the attendance of disadvantaged pupils was consistently above the NA for this group and broadly in line with the NA for all pupils. In 2020-21, due to the Covid-19 pandemic, attendance decreased to marginally below the NA, although it should be noted that the NA figure used is the pre-pandemic figure and thus likely to be much lower.

#### 6.25 Disadvantaged Pupils' Persistent Absence

Pupil Group	2018-19			2019-20			2020-21		
	Academy	National	Variance	Academy	National	Variance	Academy	National	Variance
All Pupils	7.9	13.9	-6.0	7.5	13.9	-6.4	15.2	13.9	-1.3
Disadvantaged	16.8	24.6	-7.8	15.0	24.6	-9.6	27.0	24.6	-2.4

From 2018-2020, persistent absence among disadvantaged pupils was consistently below the NA for this group. In 2020-21, due to the Covid-19 pandemic, persistent absence increased to above the NA, although it should be noted that the NA figure used is the pre-pandemic figure and thus likely to be much higher.

#### 6.26 Disadvantaged Pupils' Fixed Term Exclusions

Pupil Group	2018-19			2019-20			2020-21		
	Academy	National	Variance	Academy	National	Variance	Academy	National	Variance
All Pupils	5.4	9.4	-4.0	3.0	9.4	-6.4	3.0	9.4	-6.4
Disadvantaged	12.2	23.0	-10.8	8.6	23.0	-14.4	6.8	23.0	-16.2

From 2018-2021, fixed term exclusions among disadvantaged pupils was consistently below the NA for this group. Further, the negative variance against the NA has increased year-on-year.

### 6.3 Other

#### 6.31 Eastwood Scholars Programme – The Brilliant Club

The Scholars Programme has been used at the Academy to target disadvantaged high prior attainers as evidence shows that these pupils are especially at risk of underachievement nationally. As a supra-curricular intervention, assessed at a level above a pupil's current key stage, The Scholars Programme develops pupils' cultural capital and readiness for the next stage of their education.

On The Scholars Programme this year, 4 pupils were eligible for the Pupil Premium Grant. Their average attendance was 100%, which means they received 28 hours of online tutoring from a PhD researcher. Of these pupils, 3 received a 2:1, indicating that they are performing very well at the key stage above their current level.

#### 6.32 NEETs

Prior to leaving, pupils completed an e-survey of their **intended** destination. All 44 disadvantaged pupils in the 2021 cohort were recorded as being in employment, education or training. This will be checked in October 2021 and March 2022.

## 7.0 Pupil Premium Strategy 2021-22

### 7.1 Aim

To ensure pupil premium funds are spent in a targeted way, ensuring that pupils receive the opportunity for additional support and access to all learning opportunities within the Academy.

### 7.2 Objectives

- To increase the % of disadvantaged pupils meeting or exceeding their FFT Forecast Grade to ~>70%.
- To continue to improve outcomes so disadvantaged pupils achieve >NA +sig in the key performance measures – Basics, EBacc APS, A8 and P8.
- To continue to improve the attendance of disadvantaged pupils so it is ~> the NA for all pupils.
- To continue to reduce the persistence absence of disadvantaged pupils so it is ~< the NA for all pupils.
- To continue to reduce the number of fixed term exclusions as a % of disadvantaged pupils so it is ~< below the NA for all pupils.
- To ensure that disadvantaged pupils are prioritised in terms of CIAEG and 100% are in education, employment or training when they leave the Academy.
- To ensure attendance at parent consultation evenings (or other appropriate parental engagement activities) for disadvantaged pupils is 90%+.

### 7.3 Funding and Planned Expenditure

The Academy will receive **£222, 515** the academic year 2020-21. Refer to the table overleaf.

The impact of the expenditure will be assessed against the objectives delineated in section 7.2.

Code	Support	No of Pupil Premium Pupils	Cost	Rationale
TS	Teaching staff	236	£105,568	To achieve the attainment and progress objectives in section 7.2.
TUT	Tuition	150	£35, 000	To achieve the attainment and progress objectives in section 7.2.
SCI	School Closure Intervention	41	£ 12, 000	To achieve the attainment and progress objectives in section 7.2.
ER	Educational Resources	180	£ 30, 000	To facilitate achieving the attainment and progress objectives in section 7.2.
ET	Educational Trips and Events	30	£8, 000	To increase extracurricular participation and cultural experiences. The principal aim is encourage a sustained separation from negative social groups/associations outside of school, with a positive effect on attendance and behaviour.
CA	CIEAG	80	£5, 000	To improve aspirations and motivation. Targeted (and more frequent) CIEAG will be prioritised for all disadvantaged pupils and begin earlier i.e. Year 7.
BACP	BACP Counselling Service	15	£4, 000	To improve self-esteem, self-confidence and emotional support networks, with a positive effect on attendance and behaviour.
ATS	Attendance Service	25	£3, 000	To improve attendance, particularly in regard to persistent absenteeism.
OTH	Other	61	£3, 660	To improve parental engagement. There will be an increased focus e.g. 1:1 meetings, small group meetings, pupil-parent bonding activities and events to encourage sustained positive engagement, which will also begin earlier i.e. Year 7.
<b>Total</b>			<b>£222, 515</b>	

#### 7.4 Review

The strategy will be reviewed on a half-termly basis by the Assistant Principal, Mr. M. Cartlidge who will report directly to the Principal. An annual review will occur in June 2022.