

Pupil Premium Review 2019-2020

Targets for Pupil Premium students were set using FFT Aspire targets where they are based on our students making the same progress as similar students in the top 20th percentile of schools. The National Progress 8 data has not been released yet and the analysis below is based on 2019 national data and so is subject to change. Of the 52 students eligible for Pupil Premium, 51 of them had KS2 data and so contributed towards the Progress 8 value. It is also important to note that 2020 results were taken from Centre Assessed Grades (CAG) and not a formal exam series due to Covid 19

Key Stage 4 Exam Results 2020 (Centre Assessed Grades)	2020	2019
Number of students	52	26
Attainment 8 score per student	40.59	35.65
Percentage of students achieving a grade 4 or above in English and Maths	51.9	38.5
Percentage of students achieving a grade 5 or above in English and Maths	34.6	26.9
Progress 8	-0.27	-0.15
Disadvantaged gap	-0.30	0.17
Progress 8 English	0.04	0.48
Progress 8 Maths	-0.33	-0.17
Progress 8 Ebacc	-0.52	-0.36
Progress 8 Open Slots	2.77	2.92
Percentage students entering the Ebacc	3.8	3.8
Percentage students achieving a strong Ebacc pass	3.8	0

Review:

Objective	Impact	Lessons learnt
All Pupil Premium students meet or exceed targets as a result of quality first teaching with a focus on Feedback	<p>Staff CPD ongoing as appropriate based on needs identified through the QA process.</p> <p>Book scrutinies highlight that modelling is being used effectively but further development is needed to ensure whole class feedback is regular and impactful in all departments.</p>	New marking policy to be introduced from Sept 2020.
Pupil Premium Lead on Leadership Team (KKE)	<p>Championed Pupil Premium students and ensured that all staff were fully aware and equipped to meet the emerging needs of Pupil Premium students.</p> <p>Emerging differences were identified quickly via progress trackers and acted on fast to close any emerging differences pre lockdown.</p>	Pupil Premium to form a part of all SLT roles to ensure it is the priority of everybody.

All staff have a performance management target directly relating to the progress of Pupil Premium students	The profile of Pupil Premium students improved across the school. All staff are aware of and actively working towards ensuring Pupil Premium students achieve their potential and make accelerated progress.	Effective strategy to repeat in 2020-21.
No difference between the attendance of Pupil Premium students and other students.	Specific intensive intervention where attendance takes a 3% hit or is below 94% with PMs making initial parent contact and working with GBA on identifying target cohorts.	Work to continue to be developed in 2020-21.
No difference in participation rates of Pupil Premium students when compared to other students.	Targeted & increased the number of PP students who participated in extra-curricular activities with HoY and PMs leading on identifying cohorts pre lockdown.	To be further developed post Covid 19 restrictions.
Destination outcomes of Pupil Premium students will be aspirational.	<p>Increased exposure to people from different careers and routes and ensure that Pupil Premium students are prioritised for independent careers advice.</p> <p>Increase the aspirations of all students through a variety of speakers / trips / cultural experiences.</p> <p><i>*work to support Pupil Premium students at risk of NEET continuing through November exam series 2020</i></p>	To be further developed in 2020-21.
<p>No child will be disadvantaged because of their background:</p> <ul style="list-style-type: none"> • Specialist IT equipment • Personal Text Books and revision materials • Calculators • PE equipment • Food Technology equipment and ingredients • Personal Equipment • Laptop loans/dongle loans 	Negligible due to CAG replacing formal exam series.	Continuing barrier to be addressed in 2020-21.
Students will be able to access a breakfast club where specialist staff are on hand to give support.	High Pupil Premium attendance at breakfast club pre Covid 19 lockdown	To continue in 2020-21 Covid 19 restrictions (bubbles) permitting
All Pupil Premium students will be fully equipped to achieve the basic qualifications of English and Maths: each department will	Almost 52% of students gained grade 4s in Maths and English from CAGs	Continuing priority for 2020-21

have a designated Pupil Premium link who analyses assessment data and organises interventions		
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Pupil Premium & Covid-19 Recovery funding plans 2020-21

Pupil Premium is funding additional to the main academy budget, which is based on the number of students who have received Free School Meals within the last 6 years. It is for schools to decide how the additional funding is spent, provided it is used to close the well reported gap between the achievement of students who receive the Pupil Premium and their peers. In 2020-21 schools have also been provided with a COVID-19 recovery spend

Allocated funding from the government

The funding allocated in the Pupil Premium Grant for St Anne's Voluntary Academy for 2020/21 is £208,190 and the Covid 19 catch up funding is £52,000

Number of students eligible (as of September 2020)

	Total Cohort	Number Pupil Premium Students
Year 7	124	51 (data to be verified following census)
Year 8	130	48
Year 9	131	49
Year 10	141	45
Year 11	101	44

Local context and barriers at St Anne's

St Anne's Voluntary Academy serves a very polarised area. Our catchment covers a wide spectrum of deprivation, over two Local Authorities. We serve some of the most deprived areas (when compared against national data) and some of the most affluent areas in the Stockport area. With this in mind we analyse, in detail, our Pupil Premium cohort in an attempt to identify common barriers and any local issues.

We recognise that our Pupil Premium cohort has a diverse range of aspirations, prior attainment and levels of progress. Some of our brightest and most talented students form part of our Pupil Premium cohort.

The polarised nature of our cohort means that we cannot assume anything and are not always dealing with obvious or common local barriers.

Our rationale to explain why the funding is to be spent as such at St Anne's

There is a growing body of evidence both within our own school community and the wider education world on the use of the Pupil Premium. Therefore, for 2020-21, we have reviewed and revised the ways in which we are planning, budgeting, evaluating and then measuring the impact of our allocation. Firstly, for instance, we continue to access the growing body of evidence provided by the EEF: <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit> Secondly, we have accessed and reviewed documents from the DfE and OFSTED:

- 'The Pupil Premium, how schools are spending the funding successfully to maximise achievement.' OFSTED (2013)
- 'Evaluation of Pupil Premium Research Report', Department for Education, (July 2013).
- 'A guide to Effective Pupil Premium Reviews by the Teaching School Council.' (2018)

Progress of Pupil Premium students at St Anne’s is significantly behind that of their peers. In 2020 the P8 score for Centre Assessed Grades was -0.27 in comparison to 0.22 for non Pupil Premium students. Attainment was also lower with an A8 of 44.02 for Pupil Premium students in comparison with 47.88 for non Pupil Premium. A key area for development remains attainment in English and Maths particularly at grade 5+ where there is a 18.2% gap. The key drive to improving outcomes for our disadvantaged pupils lies in the quality of teaching they receive on a day to day basis.

“...the quality of teaching in formal education holds huge potential in reducing, and in some cases even eliminating, the attainment gap.” (EEF, 2017)

Our staffing is a key area of our intervention strategy. We will ensure that our vulnerable students are supported with high quality teaching and learning strategies. We will drive the concept of Teach to the Top so that we do not limit what students are able to achieve. The inclusion of all stakeholders in their educational journey will develop a culture of shared accountability and we will strive to develop a culture where staff really know their students and endeavour to minimise intervention strategies that remove our students from the classroom teacher. Heads of departments are responsible for analysing progress data and leading interventions to close/narrow any gaps for Pupil Premium students.

At a strategic level our Pupil Premium spending and impact are monitored and challenged by our IEB

Detailed Proposed spend:

Focus Area (to address a barrier): Quality of Teaching and Learning		
Increased Leadership Capacity in MFL	Leader of and new 2 nd in charge positions within MFL staffing as well as investment in the department environment. Research: Sutton Trust Toolkit - Learning Styles (+2), Meta-cognition & self-regulation (+8), Collaborative Learning (+5)	Planned spend: £15,000
Increased Leadership Capacity in Maths	Lead Practitioner, Leader of, 2 nd in charge and Numeracy co-ordinator positions within Maths staffing. Research: Sutton Trust Toolkit - Learning Styles (+2), Meta-cognition & self-regulation (+8), Collaborative Learning (+5)	Planned spend: £10,000
Teaching and Learning Group	Lead Practitioners appointed to lead teaching and learning innovation group formed on Rosenshine’s principles of instruction. Research: Sutton Trust Toolkit - Learning Styles (+2), Meta-cognition & self-regulation (+8), Collaborative Learning (+5)	Planned spend: £3,500
STEM	Lead Practitioner appointed in Science to lead STEM activities and cross curricular links Research: Sutton Trust Toolkit - Learning Styles (+2), Meta-cognition & self-regulation (+8), Collaborative Learning (+5)	Planned spend: £3,500
New marking Policy focused on Feedback	Whole Class Feedback Sheets to be introduced whole school as the focus for all marking – emphasis on acting on feedback in green pen. Research – Sutton Trust Toolkit – Feedback (+8), Meta-cognition & self-regulation (+8)	Planned Spend: minimal
Relaunch of Homework	Homework relaunched as Independent Study with Knowledge Organisers (KOs) and Independent learning Strategies based on cognitive science	Planned Spend: minimal

	Research – Sutton Trust Toolkit – Homework (+5), Parental Involvement (+3), Meta-cognition & self-regulation (+8)	
Performance Management: teachers	All teaching staff to have an appraisal target linked to progress of Pupil Premium students Research – Sutton Trust Toolkit – Performance Pay (+1)	Planned Spend: minimal
Focus Area (to address a barrier): Improved Literacy and Numeracy		
New SEND area with improved facilities and resources	New SEN area with new laptop trolley and space for small group interventions. Research: Sutton Trust Toolkit - Learning Styles (+2), Meta-cognition & self-regulation (+8), Collaborative Learning (+5)	Planned spend: £4,000
Toe by Toe	New intervention introduced to address very low reading ages post lockdown in years 7 and 8 Research: Sutton Trust Toolkit - 1 to 1 tuition (+5), individualised tuition (+3), Reading Comprehension (+6)	Planned spend: £2,000
Accelerated Reader	All students in KS3 supported via the Accelerated Reader programme and students in KS4 to have access to Star testing diagnostics. Additional ICT access in the Library to be provided to support the programme. Research: Sutton Trust Toolkit - Digital technology (+4), Individualised tuition (+3), Reading Comprehension (+6)	Planned spend: £28,000
Pastoral Readers	Form time to be relaunched with a focus on class reading of specific novels – links to the SACRED values and wider cultural issues. Research: Sutton Trust Toolkit - Reading Comprehension (+6)	Planned spend: £5,000
Improved learning environment and facilities	Painted with new tables and chairs in Maths and English classrooms. New carpet in RE and Music and 3 new toilet blocks. Research: Student Voice St Anne's October 2020 (led by IEB)	Planned spend: £40,000
National Tutoring Programme	Pupil Premium Students to be given priority access to NTP sessions for Maths in year 11 specifically following Covid 19 lockdown Research – Sutton Trust Toolkit - 1 to 1 tuition (+5), individualised tuition (+3),	Planned spend: £10,000
Focus Area (to address a barrier): Behaviour and Attendance		
EPraise software and rewards budget	To further develop the positive culture through rewarding students for positive behaviour, excellent work and contributing to school activities Research: DSCF 2009, Deprivation and Education, Research on effective seating plans - http://www.corelearn.com , Digital technology (+4)	Planned spend: £13,000
New pastoral base and increased hardship fund	Central point for all student support needs, safeguarding and attendance Research: Senior pastoral leader experience of St Anne's during 2020 lockdown/home visits	Planned spend: £16,000
New Isolation base	To reduce FTEs (Pupil Premium students have a higher proportion of fixed term exclusions than their peers). Research: Sutton Trust Toolkit - Behaviour Interventions (+4)	Planned spend: £14,000

SEMH Provision	Identified member of staff trained to become a counsellor, 2 year programme started in 2020 Research: Sutton Trust Toolkit - Behaviour Interventions (+4), Social and Emotional Learning (+4)	Planned spend: £2,000
Senior Pastoral Manager	Personalised support will reduce fixed term exclusions and improve attendance, providing greater opportunity for positive experience of school and improved Safeguarding Research: Sutton Trust Toolkit - Behaviour interventions (+4), 1 to 1 tuition (+5), Social and Emotional Learning (+4)	Planned spend: £50,000
Pastoral staffing	Non teaching Pastoral Managers assigned to each year group in addition to Directors of Learning and an attendance officer as single points of contact for parents and students. Research: Sutton Trust Toolkit - Behaviour interventions (+4), Parental Involvement (+3), DfE Report (February 2015), Charlie Taylor report for the DfE (2010), Teachernet Research	Planned spend: £22,000
Pivotal	CPD for all staff and 2 identified staff to be trained as Champions to deliver internal CPD throughout the year Research: Sutton Trust Toolkit - Behaviour interventions (+4),	Planned spend: £2,500
Focus Area (to address a barrier): Student and Parental engagement		
New website	Easier to navigate for all stakeholders with updated information regarding the school is it is now. Research: Sutton Trust Toolkit - Parental Involvement (+3), Digital technology (+4),	Planned spend: £5,000
Breakfast Club/Holiday food provision	Rationale: Students who have eaten breakfast will have increased concentration in lessons. Safeguarding of our most vulnerable families during Covid 19 Research: Sutton Trust Toolkit - Extending school time (+2), students who have a healthy morning meal are twice as likely to achieve above-average test results than those who do not have breakfast (The Key - November 2015)	Planned spend: £2,000
Student Services	To provide resources as required to ensure that no child is disadvantaged due to their background and lack of basic equipment Research: Student Voice St Anne's October 2020 (led by IEB)	Planned spend: £2,500
Home Learning Resources	GCSE Pod, Knowledge Organisers and Independent Learning Strategies introduced to encourage greater involvement with out of school learning. Parents encouraged to become involved with homework and revision. Research: Sutton Trust Toolkit - Parental Involvement (+3), Learning Styles (+2), Meta-cognition & self-regulation (+8), Collaborative Learning (+5), Digital technology (+4),	Planned spend: £3,000
Destinations planning and support	Careers information, advice and guidance provided to Pupil Premium students from year 10 will ensure that all students have appropriate post 16 pathways identified and NEET percentage for disadvantaged students will be low Research: New Sutton Trust Research – January 2016 – “aspiration has a large influence on outcomes, independent of cognitive	Planned spend: £6,000

	ability.” DfE report on aspirations of disadvantaged pupils (November 2015)	
Improved PE resources and facilities	Join Shapes network to provide opportunities for students to get involved in local initiatives and audit existing PE facilities for health and safety compliance and improvements. Research: Sutton Trust Toolkit - Arts & Sports participation (+2), Outdoor adventure learning (+3) http://www.educationworld.com	Planned spend: £2,000

Total Pupil Premium Grant and Covid catch up funding: £260,190

Total Planned Spending: £261,000

Pupil Premium Plus

The conditions of grant for the Pupil Premium state that:

‘The CLA premium must be managed by the designated virtual school head (VSH) and used for the benefit of the looked-after child’s educational needs as described in their personal education plan (PEP).’

The Pupil Premium Plus Grant for 2020-21 is £10175. At St Anne’s that we deal with Stockport and Manchester Local Authorities in addition to several others concerning our *Children who are looked after (CLA)*. Different authorities adopt differing policy and procedures for accounting for this spend. In addition to this, in some cases we will not receive the full amount. Therefore, although all CLA will benefit from the interventions outlined in this budget, we may need to adjust our budget figures depending on the amount released by each Local Authority. Targeted actions, including interventions will be decided during the completion of the PEP and will be based on the individual needs of each CLA. The Pupil Premium Plus money is used on top of, rather than an extension of, our universal provision.

The impact of this spend will be evidenced in each PEP (throughout 2020/21). We intend to use the same evidence, detailed in the following pages, when working with relevant authorities to decide on each PEP.