

Dallam School Pupil Premium Report

2019 – 2020

What is Pupil Premium?

Pupil premium is additional funding provided to schools in England to raise the attainment of disadvantaged students, close the attainment gap between them and their peers and to ensure that pupil premium students make progress in line with other, non-pupil premium students.

There are three categories of children that qualify for pupil premium:

- Ever 6 Free School Meals (Ever6/FSM) - £955 per student**
 Students in Years 7 to 11 that are in receipt of or have received free school meals in the past six years.
- Adopted from care (Adopted) & Looked After Children (CLA) - £1800/£2300 per student**
 Students in Years 7 to 11 that are in local authority care or have been adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order (Lancashire students: £1800, Cumbria students: £2300).
- Service children - £310 per student**
 Students in Years 7 to 11 with Parent(s) who are either; currently serving in the armed forces or have served in the last 4 years. This premium is also for students that are in receipt of a child pension from the Ministry of Defence.

At Dallam we believe that all students should be assisted to achieve their academic potential. Students who are not classed as pupil premium are not disadvantaged and are able to access help and support as necessary (within the scope of the funding available).

Additional Funding Received

Pupil Premium Grant for the Academic Year 2019-2020	
Total number of students eligible – based on the January 2018 census	
<ul style="list-style-type: none"> Years 7 to 11 recorded as Ever 6 FSM 	116
<ul style="list-style-type: none"> Adopted from Care or Looked After Children 	13
<ul style="list-style-type: none"> Service Children 	6
Total allocation for the period (ESFA & Virtual Head funding)	£111,360.75

Pupil Premium Expenditure 2019 – 2020	
Assistant Headteacher – PP SLT Oversight Sept - Dec	£2555.02
Deputy Headteacher – Pupil Premium SLT Oversight Dec – current	£ 6551.49
Head of English - Pupil Premium Leadership and Management Sept - current	£7,290.72
Pastoral Interventions (School Counsellor & Attendance Officer)	£ 10,000
1:1 Support/Tuition (HWI)	£12,456
Additional Staffing for Core Subjects in Years 10 and 11	£71,214
Further additional English Faculty GCSE Intervention Groups	£included in above figure
Pupil Premium Access Arrangement Tuition (English Lead Prac)	£429.27
1:1 Handwriting Intervention – Year 11 (English Lead Prac)	£429.27
KS3 Literacy Intervention Groups – Years 7 and 9 (English Lead Prac)	£3434.16
Accelerated Reader	£318.00
SISRA software	£118.00

Student Sundries	£2,203.88
Total expenditure for the period	£117054.91

Expenditure and Impact for the Academic Year 2019-2020

PP Student Progress 2019-2020

GCSE Results Aug 2020: PP = -0.080 All = 0.224 Difference = 0.144

GCSE Results Aug 2019: PP = -1.061 All = -0.024 Difference = 1.037

Summary: This data demonstrates, not only an improvement of 0.981 across the PP cohort, but also indicates a successful year in narrowing the gap between students eligible for pupil premium and their peers.

Progress Data for Year 10

Year 10 PR2: PP = -0.949 All = -0.73 Difference = 0.216

Data for Year 10 indicates that pupil premium students are currently working roughly 2 grades in 10 below that of their peers. Note that the Year 10 figures are based on progress at the last data collection point in February, prior to lockdown in March 2020.

Progress 8 calculations are based on the estimated formula used in September 2019 and are for comparison purposes only.

Attendance

	National att %	No. of students	Overall att %	Term 1	Term 2	Term 3	No. PA	% PA
Yr 7-11 All students	94.5	937	95.91	96.72	95.1	95.1	115	12.6
Year 7	95.55	200	95.21	95.53	94.72	94.72		
Year 8	94.69	203	94.94	94.99	94.88	94.88		
Year 9	94.06	182	95.54	95.08	96.23	96.23		
Year 10	93.59	177	94.79	94.9	94.92	94.92		
Year 11	93.31	175	94.29	94.03	94.68	94.68		
PP - Overall	92.5	105	92.3	92.07	91.76	91.76	31	26.96
PP Year 7		8	91.12	93.28	86.73	86.73		
PP Year 8		50	93.65	93.4	92.04	92.04		
PP Year 9		2	93.51	93.28	94.95	94.95		
PP Year 10		9	91.93	90.95	90.99	90.99		
PP Year 11		36	90.78	88.39	93.78	93.78		

Comparative Data

Termly Year to Date		2018/2019			
Attendance	Nat %	Number	Term 1	Term 2	Term 3
All Pupils Y7-Y10		1038	95.2	95.4	95.5
PP	92.5 (0.6)	117	92.5	93.5	93.9
Non PP		915	95.4	95.7	95.4

PA 2019/20: PP 16.20% / All 9.7%

Summary: Attendance for PP students was marginally below that of the whole school population and was slightly below the national average during the 2019 academic year. However, there is a concern that, compared to previous years, the difference has increased as has the percentage of pupils with persistent absence – not only for Pp but also all students though. This will need to be an area of priority for the attendance officer this year, given the ongoing issues due to the pandemic. Strategies are already being implemented to improve and support those working from home, but the PP lead will need to liaise with pastoral mentors to ensure there is regular communication with home and work is being completed to an appropriate standard when pupils are not in school physically.

Summary of Provisions

Additional Staffing for Core Subjects

The ability to retain smaller class sizes across the core subjects is having a tangible impact on the progress of PP students. At the point of lockdown, data indicated some smaller gaps between PP students and their peers than seen in previous years. PP students in triple Science will need to be supported during year 11 in order to narrow the gap. English data is low in general due to limited content covered by this point of the course so, while the gap is smaller than usual, the entire cohort will require focus with PP students at the centre of interventions.

Subject	PP	All
Maths	-0.64	-0.65
Combined Science	-0.23	-0.18
Biology	-1.45	-0.25
Physics	-0.95	-0.29
Chemistry	-1.45	-0.21
English Lang and Lit	-1.64	-1.48

English Faculty GCSE Intervention Groups

The impact of these additional groups is clear from improvements in English data overall. Pupils added to these groups demonstrated significant progress across year 10 and 11 progress reviews, with the smaller class sizes having a positive impact for all students – not just those eligible for PP. However, data demonstrated that the impact on PP students outweighed the impact of non-PP with a secured P8 score of 0.2 for PP compared with -0.18 for all students.

GCSE Literacy, Numeracy and Exam Study Support Groups

Core students identified at risk of not making expected progress were placed into support study sessions with an English specialist who delivered sessions on improving literacy, numeracy and exam skills for option subjects. The improvement of whole school and Pp data indicates these were successful in their bid to raise standards and support individuals in their academic studies.

Pupil Premium Access Arrangement Tutoring

Upon evaluation of PP mock exam performance, it became clear a number of PP and SEN students struggled to understand how to use their personal access arrangements effectively. Therefore, during Personal Development time, the Lead Practitioner of English delivered sessions teaching pupils about their access arrangements and strategies to help them during their exams. Of these pupils at risk of falling below target, 56% gained grade 4 and above in English.

1:1 Handwriting Intervention – Year 11

The Lead Practitioner in English led intervention on improving handwriting with key year 11 PP students. She first approached the staff body to ask for suggested students and then narrowed the group down to those who were PP and/or most in need. For a period of 7 weeks, pupils received a one to one session focusing on handwriting skills in order to ensure they could write a speed with fluency and accuracy, while

keeping handwriting legible. Evidence of improvements could be seen physically in exercise books but staff evaluation also provided anecdotal evidence of improvements.

KS3 Literacy Intervention Groups – Years 7 and 9

English teachers used formative and summative assessment to identify students who needed literacy intervention. The Lead Practitioner for English cross referenced these suggestions with prior attainment data and PP indicators to select small groups of children to remove and deliver intervention to. Students were taken out of all English lessons and continued to work on the same curriculum as their peers but with a greater focus on developing their literacy skills. At the end of a six week period, the Lead Practitioner would assess all students in the group and, if they were performing in line with peers again, they were reintegrated back into their lessons. All pupils in the year 7 group were working in line with expectations again by the end of the unit. In the year 9 group, pupils had evidenced clear progress in their exercise books but concerns were raised as to whether this would be maintained. Therefore, the lead practitioner supported the reintegration back into larger classes and worked as a TA with teachers to support these students for a longer period of time.

Accelerated Reader

This funding was spent on the software package fee, student license fees, the accelerated reader coordinator and the accelerated reader learning support assistants. This allowed students in KS3 to engage in reading, improve literacy levels and increase student reading ages. A great deal of work was completed by the librarian this year, who focused intently on identifying and supporting students below their chronological reading age. Due to lockdown, it is difficult to measure the full impact of the AR programme for this academic year. However, AR has been used effectively on returning to school to identify students who has been adversely affected during the period of lockdown and timely intervention has already begun. Accelerated Reading will remain a priority for this year as a means of measuring progress in reading ages and providing intervention for year 7 and 8 PP students.

Pupil Premium Deputy Head Teacher (DHT) / Head of English Leadership and Management:

Funding was for Leadership and Management of the progress of pupil premium students. The progress of all pupil premium students was reviewed after each progress review and suitable interventions were put into place. The AHT liaised directly with the Head of English to ensure PP students were a priority in the school. The Head of English was responsible for raising the profile of Pp students, providing all members of the school community with regular updates on students eligible for PP. This vital work is part of an ongoing project to raise the attainment of PP by creating a whole school culture to removing barriers.

Pastoral Interventions (School Counsellor/CANW):

This vital service was provided for pupil premium students when it was identified that students had pastoral issues that were creating barriers to learning.

Many pupil premium students accessed necessary help through additional pastoral support and CANW. Pupil premium funding also allowed additional professionals to be brought in to resolve some of the barriers to school of some of our most vulnerable students.

Careers:

All pupil premium students in Years 9, 10 and 11 were seen by the career's advisor at least once over the course of the year. Year 11 students had at least two appointments as well as a post 16 meeting with the Assistant Headteachers and Associate Assistant Headteachers. All year 11 students have gone on to further education to commence suitable and appropriate courses for them, with an increase in the number choosing Dallam Sixth Form as their choice of destination.

Student Sundries:

This funding was spent specifically on pupil premium students, across all year groups, who required additional support to access lessons and aid revision. Expenditure included: Drum lessons, Revision guides and workbooks, catering ingredients, Art supplies and uniform essentials.

A significant proportion of funding was spent on technology (laptops and reader pens) as agreed in the Personal Education Plans for our CLA students. Laptops have allowed students with some of the weakest literacy, the ability to complete classwork/homework and research work on a computer. Literacy Pens have allowed students to further improve their literacy but also allowed them to independently access more challenging written text.

Action Plan and Financial Spend

Review of 2019-20 (Red/Amber/Green)

1. Key Priority 1: Generate a coordinated whole school approach to supporting disadvantaged students. (Amber – plans were beginning to be implemented at a whole school level but were cut short by early school closures due to the pandemic.)
2. Key Priority 2: Remove barriers to learning to raise attainment across all subjects. (Amber – improvements made across the school community as a whole but individual subjects still need more focus on improving outcomes for PP students.)
3. Key Priority 3: Enhance rigour in the wider school commitment to improve outcomes for PP students. (Amber – greater focus was placed on careers and pastoral elements but the early closure of school left many actions incomplete here.)

Action Plan 2020-2021

1. Generate a coordinated whole school approach to supporting disadvantaged students, increasing communication surrounding PP students.
2. Remove barriers to learning to raise attainment across all subjects, improving quality first teaching as well as literacy and numeracy skills.
3. Enhance rigour in the wider school commitment to improve outcomes for PP students.
4. Use pastoral support structure to support students eligible for PP.
5. Increase promotion of Post 16 career pathways and explore extra-curricular enrichment opportunities.

Proposed Expenditure for 2020-2021

Proposed Pupil Premium Expenditure 2020-2021	
(Estimated Funding: £ 106,005)	
Literacy and Numeracy Tuition	£12,000
Deputy Headteacher: SLT Oversight	£10,095
Head of English: Leadership and Management	£7,548
Pupil Premium Administrator/Pastoral Mentor	£13,548
Pastoral Interventions (School Counsellor & Attendance Officer)	£10,000
Retention of 7 teaching groups in year 11 core subjects	£37,001.69
GCSE English Intervention Classes	£20,029.92
Accelerated Reader	£336
SISRA Software	£186
Student Sundries (departmental provisions, virtual learning access, revision materials, uniform essentials)	£4000
Total proposed expenditure for the period	£114,744.61

K.Forsyth – Pupil Premium Lead