

Pupil Premium Report 2018-2019 and planned spend in 2020-2021

Additional money – the Pupil Premium – is available to schools to support the learning of disadvantaged pupils.

When launched in 2011, it totaled £623 million (£430 per eligible pupil). By 2017, the total funding pot had grown to £2,412 million, which includes £1,320 for each eligible pupil at primary school and £935 for each eligible pupil at secondary school. The Pupil Premium has been guaranteed, in cash terms by the current government to 2022.

In 2019-20, just over one million (23%) primary school pupils in England were eligible for Pupil Premium funding; in secondary schools there were 819303 (28%) Pupil Premium-eligible pupils.

(Education Endowment Foundation, 2019)

What is it?

Pupil Premium was introduced; by the coalition Government in April 2011 to provide additional funding for disadvantaged pupils.

Key facts

- Pupil Premium money is linked to individual pupils.
- Pupil Premium plus funding is given to any child who has been in local authority care for more than 1 day or those children who have been adopted.
- The pupil premium is paid to schools as they are best placed to assess what additional provision their pupils need.
- Ofsted inspections report on how schools' use of the funding affects the attainment of their disadvantaged pupils

(Department for Education, 2013)

The attainment gap: its impact on children and young people

- The attainment gap is largest for students eligible for free school meals
- The gap is already evident in children as young as 5
- The gap grows wider at every following stage of education.
- It more than doubles to 9.5 months by the end of primary school, and then more than doubles again, to 19.3 months, by the end of secondary school.
- The gap has reduced over the past decade but still remains significant.

The attainment gap: the school perspective

- The attainment gap is as large in schools rated 'outstanding' by OFSTED as it is in those rated 'inadequate'.
- There does not appear to be a direct relationship between increased school funding and pupil attainment.
- It is important schools consider how they can best use all their resources to improve the quality of teaching, as this will benefit all pupils, particularly the most disadvantaged.

(Education Endowment Foundation, 2017)

Rates for eligible pupils

The PPG per pupil for 2018 to 2019 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
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	£2,300
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 arrangements order or a residence order	£2,300

Service Children	Pupil premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence	£300

(Department for Education, 2019)

Pupil premium at ACE

Pupil premium grants for ACE Schools MAT

Academic Year 2018/2019:

- Full Year Total = £125,351.50
- From Local Authorities = £8,935
- From ESFA (DfE) =£116,416.50

Projected Income for Pupil Premium in 2020-2021 £136,000

Premium Cohort ACE Schools

Data as of 20 July 2019

Year Group	Girls	Boys	CIC/Adopted LAC/	FSM	Ever 6	Services	Total
1							0
2	3	6	1	7	4		9
3	0	6		4	3		6
4	1	6	1	3	3		7
5	1	6		4	3		7
6	0	8	1	2	3	1	8
7	0	14	1	4	4		14
8	3	19	3	8	10		22
9	10	26	4	16	18		36
10	11	31	3	25	18		42
11	20	55	14	34	44		75
12							0
13	0	2	1	1	1		2
Total	51	177	29 27 LAC 2 Adopted	108	111	1	228

Total number of Pupils on Roll 342

Current Pupil Premium Projections for September 2020-2021

128 pupils

Accountability

Pupil Premium Plus

Virtual school heads are responsible for managing pupil premium funding for looked after children and for allocating it to schools and alternative settings. They can pass on the full funding received in respect of a child to the relevant school but are not required to do so.

In Plymouth, Pupil Premium funding is accessed through the PEP process and is only available for additional specific interventions for that pupil over and above what we would offer all our pupils.

As we offer a tailored provision to all our pupils it has been difficult to identify interventions that we can secure funding for through the Virtual School.

There is scope for us to look at this as a MAT and pool pupil premium resources to find a major project i.e. an extra member of staff to work specifically with their young people.

(Information from the Virtual School Conference)

Pupil Premium

The Department for Education recommends that academies publish their strategy for the school's use of their pupil premium on their websites.

Schools are also accountable for their use of Pupil Premium via performance tables, which report on the performance of disadvantaged pupils compared to other pupils.

OFSTED inspections also report on the attainment and progress of disadvantaged pupils who attracted pupil premium

(Jarrett, Long and Foster, 2016)

How do we use pupil Premium?

At Ace Schools MAT we stand for excellence in education, uncompromising professionalism and solution focused support, with our pupils at the heart of everything we do.

We work together with all our stakeholders to raise aspirations, secure positive outcomes and ensure pupils are given every opportunity to reach their full potential.

Intervention	Impact sought	Evidence
Small group sizes	<p>Teacher has a lower number of learners to focus on.</p> <p>More time and support from teacher.</p> <p>Less distractions.</p> <p>More resources</p> <p>Individual differentiation</p> <p>Reduction of barriers to learning</p>	<p>Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact compared to one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>(Education Endowment Foundation, 2018)</p>
Rigorous monitoring and use of data	<p>Tracking progress across a range of criteria and defined user groups.</p> <p>Identifies underperforming groups and individuals.</p> <p>Informs target setting.</p> <p>Monitors impact of interventions and strategies.</p> <p>Directs staff, resources and pupils to most appropriate places/provisions.</p> <p>Captures progress in a holistic way. Star skills as well as academic progress.</p>	<p>Schools where student progress and teaching standards are regularly observed and analysed and shared with stakeholders show effective practice at narrowing the gap.</p> <p>(C4EO, 2010)</p>
Vocational placements	<p>Vocational placements allow pupils to engage with more specialised courses which will help them develop specific skills needed for certain trades.</p>	<p>To improve engagement and increase attendance.</p> <p>1:1 teacher support for core subjects allows pupils to raise attainment and close the gap.</p> <p>Evidence shown in exam results, post 16 up take and NEET's.</p>

	<p>Alongside this we have a peripatetic teacher who supports pupils with their academic studies. Understand college life improves retention at post 16 qualifications, carer opportunities, reduces the numbers of NEETS. Advantage over pupils their age as other schools do not invest, social possibilities, builds confidence and self-esteem.</p>	
<p>School councillor</p>	<p>Pupils are given time to discuss their issues with an independent councillor. This can help pupils organise their thought and work through any issues in a constructive way. Behaviour and attendance both improve raising attainment as pupils can focus on lessons rather than any issues they have.</p>	
<p>School trips and LOTC paid in full.</p>	<p>All pupils are able to access a varied and engaging curriculum. Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-</p>	<p>Lots of recent evidence shows the link between being outdoors and mental wellbeing. Pupils who are resilient, are able to make better progress in the classroom and achieve better exam results. Pupils are able to write better when they have experiences they can draw upon and when they are able to learn in a multi-sensory way.</p>

	<p>solving, explicit reflection and discussion of thinking (see also Meta-cognition and self-regulation) may also be involved. For pupils at ACE Adventurous education is about what is adventurous and challenging to them. This widens their learning and social experiences and increases their self-esteem, motivation, resilience and physical and mental wellbeing. Linking classroom based lessons to LOTC ensures pupils have had experiences they can relate to. This increases vocabulary and creativity and ensures classroom based learning is meaningful.</p>	<p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress. (Education Endowment Foundation, 2018)</p>
<p>Travel to school/Vocational placements</p>	<p>Improves attendance Reduces anxiety Allows pupils to access courses if public transport isn't available.</p>	<p>Attendance figures Engagement of pupils who previously had very low attendance Pupils who are unable to attend school due to health conditions are able to access education.</p>
<p>Regular pupil review days to increase parental support of child's education. Parent Liaison support worker, outstanding home-school links.</p>	<p>Pupils whose parents have had a negative experience at school will be less supported in their education. By breaking down the barriers between parents and teachers pupils will be more</p>	<p>Parental involvement has an important effect on children's achievement and adjustment even after all other factors (such as social class, maternal education and poverty) have been factored out.</p>

	<p>supported, attendance will increase and barriers to education broken down. Increased support from parents Increased levels of engagement and aspirations.</p>	<p>Many working class parents have perceptions of teachers as superior and distant (Harris and Goodall, 2007) Staff break down these barriers by having fewer staff contact parents and using mentors and academic leads. At Ace we break down these barriers and support families to raise aspirations for our pupils.</p>
Free after school activities	<p>Building self-esteem Student, staff relationships Improving physical and mental well-being Increased attendance Reduces barriers to engagement Increased attendance</p>	<p>Improved grades for pupils receiving input into GCSE subjects. Improved Attendance Evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income pupils in terms of attendance at school, behaviour and relationships with peers. (Education Endowment Foundation, 2018)</p>
Subject focused days	<p>Year 11 pupils are involved in various day events to support them with exam coursework and focus on maximising achievement at GCSE. Working through a series of practical activities individually tailored to their needs, with refreshments provided, it gives them an opportunity to address any issues they may have and to develop a mature attitude to managing their learning.</p>	<p>Better GCSE results Increased creativity Increased resilience</p>

	<p>Pupils are also given the opportunity to take part in creative curriculum days which allow pupils to experience new and exciting activities.</p> <p>Developing metacognition, resilience and questioning skills.</p> <p>Pupils have the chance to meet new people and work with different pupils and staff which develops social skills and self-confidence.</p>	
Supporting school transitions	<p>Fewer pupils returning to ACE.</p> <p>Improved results at mainstream schools.</p> <p>Better outcomes for pupils.</p>	<p>Pupils have better results at mainstream schools.</p> <p>Fewer pupils return to ACE.</p>
Lego therapy	<p>Staff have recently been trained in Lego therapy and this will be rolled out across the ACE schools Plymouth in 2019/2020.</p>	

Monitoring and evaluation

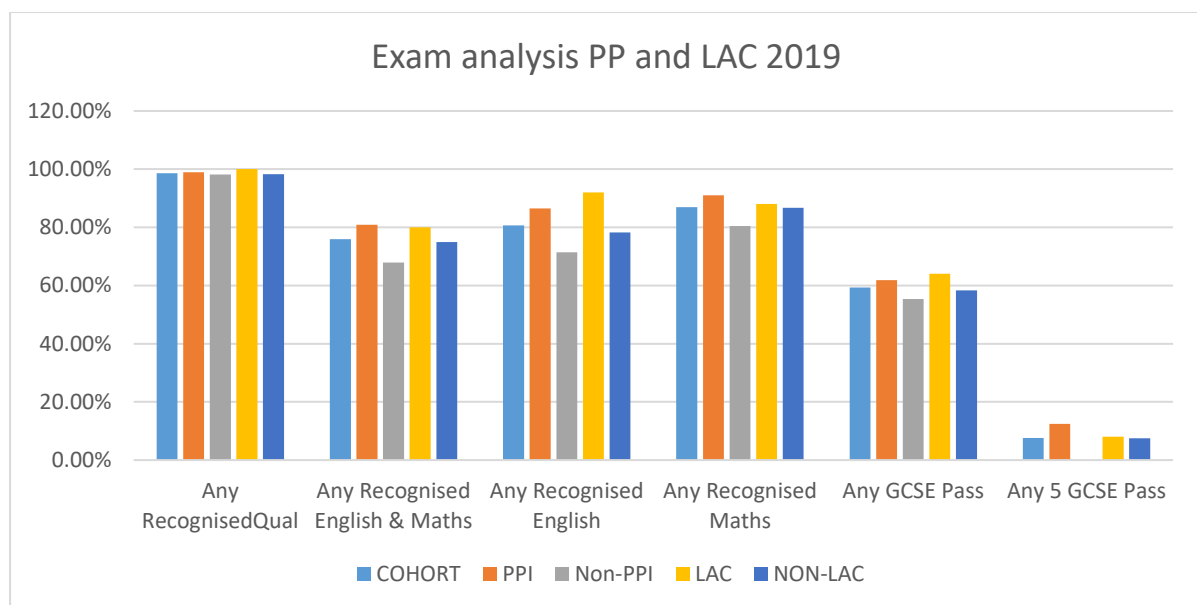
At ACE we track pupil's progress 6 times a year, using a range of criteria and defined user groups, to identify underperforming groups and individuals.

We use this information to inform target setting for groups and individual pupils. This allows us to direct pupils to the right provisions with the right resources and levels of support and put targeted interventions into place to meet individual needs.

Progress tracking is monitored regularly by both SLT and leaders and managers.

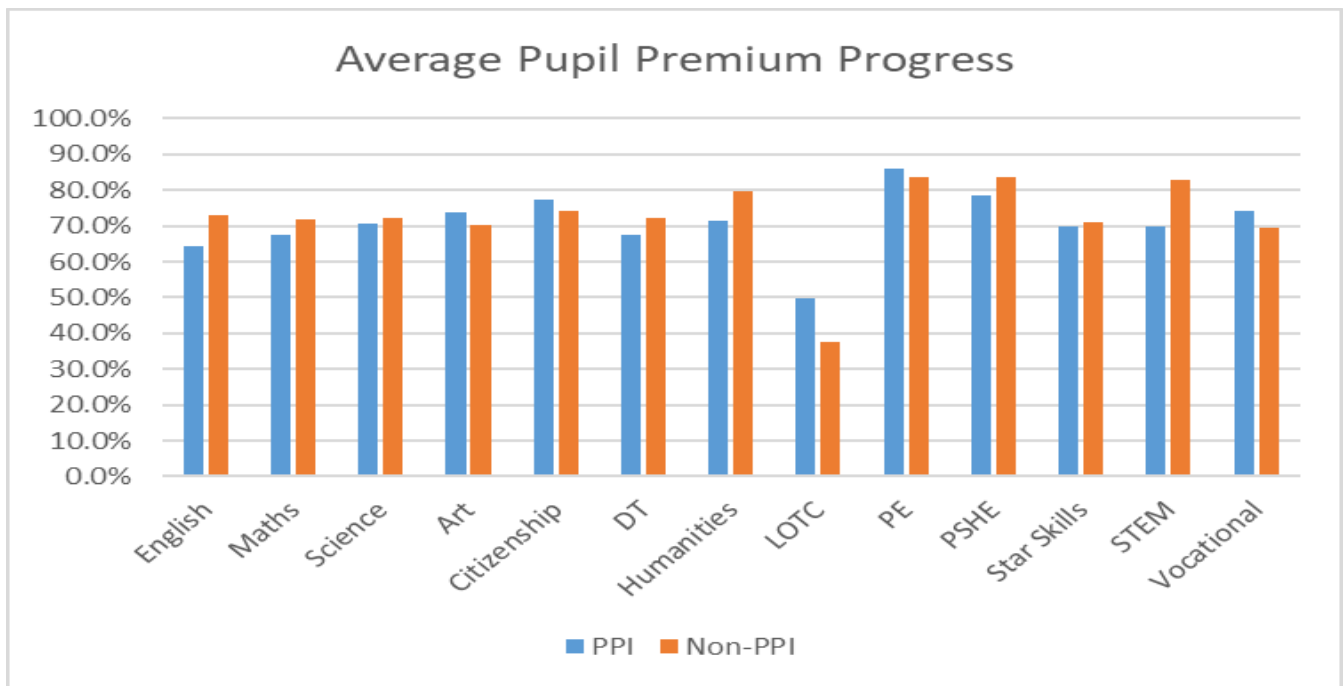
Academic progress is monitored through SIMs and targets are set Team around me meetings and PEP's for pupil premium plus pupils. Data is checked frequently to ensure interventions and working effectively and pupils are making good progress against local and national benchmarks.

Exam analysis 2019



- 80.9% of Pupil Premium students and 67.9% of non-pupil premium students left ACE with a Maths and English qualification.
- More pupil premium students left with qualifications in English or maths than non-pupil premium students.
- The difference between the number of pupil premium students and the number of non-pupil premium students gaining any GCSE was 6%, in favour of Pupil Premium student.
- The percentage of pupil premium students gaining 5 GCSE's was 12.4% compared with 0% of non-pupil premium students.
- LAC students out performed non-LAC students in all qualifications.

Progress Data 2018/2019



Pupil Premium Pupils

- On average across all subjects, 70.9% of pupil premium pupils are making 'Expected' or 'Above' progress, 1.5% lower than the non-pupil premium cohort.
- The subjects with the widest gap are STEM 12.9%, English 8.8% and Humanities 8.1%.
- The trend is reversed in Art, Citizenship, LOTC, PE and Vocational courses where the pupil premium cohort make more progress than their peers.

Pupil Premium plus pupils

This is reported on in a separate report.

References

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