

Pupil Premium Funding 19/20 Evaluation

What is Pupil Premium?

The pupil premium is additional funding provided to schools by the Department for Education. The Pupil Premium is calculated according to the number of children from low-income families who are currently known to be eligible for Free School Meals (FSM), and children who have been looked after continuously for more than six months, or Service children. This funding includes students eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure).

Schools are free to spend the Pupil Premium as they see fit. However, schools are to be held accountable for how the Pupil Premium has been used, and measures will be included in the performance tables that will capture the achievement of the pupils covered by the Pupil Premium.

Funding

Pupil Premium Funding is used to raise attainment, to promote social skills, and develop independent learning and positive behaviour in order to increase student progress of those most disadvantaged.

A child may be able to get free school meals if a parent(s) gets any of the following:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of Pension Credit
- Child Tax Credit (provided they're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after they stop qualifying for Working Tax Credit
- Universal Credit - if they apply on or after 1 April 2018 their household income must be less than £7,400 a year (after tax and not including any benefits they get)

This link provides further information about how to apply for free school meals: <https://www.gov.uk/apply-free-school-meals>

Admiral Lord Nelson School - Allocated Pupil Premium Funding 2019/20

Number of FSM pupils eligible for the Pupil Premium	241	@£935	£225,335
Number of looked after pupils eligible for the Pupil Premium	8	@£1900	£ 15,200
		TOTAL:	£240,535

Barriers to educational achievement

There are many factors that can impede disadvantaged students' progress compared to their more advantaged peers. These include:

- Lower than average attendance
- Low self-belief and resilience
- Low starting points in literacy and numeracy
- Lower arts and wider cultural participation
- Fewer opportunities to explore ambitions and fewer chances to think about how to achieve aspirations
- Less confidence in the whole education system
- Lack of opportunity for additional tutoring
- Less opportunity to have an effective work environment at home

The Pupil Premium strategy at Admiral Lord Nelson School aims to reduce these restrictions to enable disadvantaged students to achieve as well as their more advantaged peers, both locally and nationally.

What are the most effective ways to support disadvantaged pupils' achievement?

Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.

1. Whole-school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



2. Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.



3. High quality teaching for all: Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.



4. Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



5. Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.



6. Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.



7. Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.



2019/20 Actions and Impact

Evaluating the pupil premium's impact in the 2019 to 2020 academic year has presented with difficulties as a result of reduced numbers of pupils attending school between March and July 2020 as a result of COVID-19. However, this evaluation identifies the impact of strategies and actions taken to improve outcomes for disadvantaged pupils in spite of the unprecedented circumstances.

Whole school ethos of attainment for all			
Action	Summary	Cost	Impact
School Improvement Plan prioritises engagement, progress and attainment of disadvantaged students.	ALNS celebrates its key values of high expectations, wellbeing and inclusivity with governors, parents and students.	None	ALNS has 3 year improving trend with no permanent exclusions for 14 years.

Addressing Behaviour and Attendance			
Action	Summary	Cost	Impact
Mainstream inclusion provision and support led by the AHT Attendance & Behavior through the work of the Senior Inclusion Assistants	To support disadvantaged students who can find accessing the curriculum challenging; this could be either emotionally, academically or behaviorally. It offers 1:1 academic or emotional support allowing students to build their confidence and self-esteem. It is also used as a reflection space for those that may have made inappropriate choices.	£8,000	Exclusion at ALNS below National average. Disadvantaged students are not overrepresented in exclusion statistics to March 19/20.
Emotional support provided by Inclusion Support assistants	To work with key disadvantaged students whose emotional needs present as barriers to learning. Coping strategies and emotional support are provided. Students accessing 'on-site' alternate provision receive this weekly.	£9,000	Improving disadvantaged student attendance. Exclusion at ALNS below National average. Disadvantaged students are not overrepresented in exclusion statistics to March 19/20.
Rigorous Attendance policy and strategy linked to the LA School Attendance Team employed	Assistant Headteacher; Achievement oversees Heads of House who lead on strategies aimed at disadvantaged students with low attendance and/or low engagement that is affecting their progress. Heads of House work with identified individuals and small groups to monitor attendance and provide support and establish partnerships with parents to improve attendance and address any underlying issues affecting attendance.	£4,000	Improving disadvantaged student attendance 17/18 – 11.2% absence 18/19 – 10.3% absence 19/20 – 8.0% at March 2020
Support with uniform, travel coast etc.	Disadvantaged students are supported with uniform costs, travel costs to remove any potential barriers in regard to attendance to school.	£1,535	Improving disadvantaged student attendance 17/18 – 11.2% absence 18/19 – 10.3% absence 19/20 – 8.0% at March 2020
Funding used to allow disadvantaged students to engage fully in curriculum trips and experiences	All disadvantaged students will be part funded for some of the curriculum trips that are offered to whole cohorts; such as Year 7 Boulogne, Year 11 Paris, Theatre trips etc.	£5,000	24% of ALNS students are disadvantaged Year 7 - Weald and Downland Museum trip - 24% participated

	As a result of COVID-19 the Year 7 Boulogne and Year 8 camp trips no longer went ahead.		Year 9 - Aachen trip 22% of those participating were disadvantaged Year 11 – Paris trip 22% of those participating were disadvantaged Duke of Edinburgh – 15% of those participating were disadvantaged Year 7 Boulogne trip and Year 8 camp not run due to COVID-19
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High Quality teaching for all			
Action	Summary	Cost	Impact
Quality First Teaching	PLS support for engaging students specifically middle and high attainers. Differentiation CPD run by SENCO. These are run throughout the academic year; all staff must attend of lead in at least 4 PLS sessions across the year.	£8,000	The progress of Year 11 disadvantaged students attending mainstream lessons is broadly in line with their non-disadvantaged peers based on internal data
Continued Professional Development	To provide Quality First Teaching & Learning through INSET; Department meetings and Professional Learning Sessions so that disadvantaged students identified as disadvantaged progress in line with peers. To enable staff to deliver good/ outstanding lessons that engage students in their learning.	£40,000	Internal progress data show that disadvantaged students improved in all buckets; English, Maths, EBACC and Open subjects.

Meeting individual learning needs			
Action	Summary	Cost	Impact
Tutor/ HOH Mentoring	From progress data disadvantaged students in all Year groups who are making less than expected progress are identified for additional mentoring by either the HOY or the tutor, with each tutor taking on 1 disadvantaged student each for focused additional support/mentoring	£15,000	Internal progress data show that disadvantaged students improved in all buckets; English, Maths, EBACC and Open subjects.
SLT Mentoring	Senior Leaders mentor key disadvantaged students that are not on track to achieve targets and disadvantaged students are prioritised.	£1,000	As above
Bespoke Nurture (Y7)/Learning Development (Y8)/ Work Skills groups (9-11)	Year 7 Nurture – withdraw group in term 1. Year 8 Learning development - comprises of 5 lessons over a 2-week timetable focusing on Literacy/ Numeracy and ICT. Year 9-11 Work Skills intervention group. Functional skills in Lit/Num level 1 and 2 completed in year 10/11.	£6,000	Y7 Nurture – all students successfully integrated in mainstream by Nov 19. Y8 Learning Development – 66% of Disadvantaged students on target in English at end of year.
Resources provided at curriculum leader request to remove barriers	Extra targeted resources to remove barriers allowing disadvantaged students to fully engage in the curriculum e.g. supplying ingredients in Food Tech to disadvantaged students & revision materials year 10 and 11	£3,500	Internal progress data show that disadvantaged students improved in all buckets; English, Maths, EBACC and Open subjects.
Challenge for High Attaining Students	HA Disadvantaged students are prioritised to engage in the ALNS Challenge Club to extend and enhance learning experiences and broaden their cultural	£1,000	Year 11 Disadvantaged students identified as (Prior) High Attaining outcomes are in line with their

Targeted Careers support and advice	<p>experiences.</p> <p>Year 10/11 Disadvantaged students prioritised for 1;1 independent career advice and targeted apprenticeship experiences. College application support for all Y11 disadvantaged students.</p>	£1,000	<p>peers.</p> <p>Of ALNS's Year 11 leavers in 2019 who were disadvantaged, 94.9% went on to a participating destination compared to 95.3% who were not disadvantaged. The LA average for all Year 11 students was 94.5%</p>
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Deploying staff effectively			
Action	Summary	Cost	Impact
Extra set created on each half of the year for Year 11/10; extra English and Maths teachers employed to deliver curriculum in smaller classes.	Smaller class sizes in both Maths and English allow for greater intervention to occur within the class. In this way disadvantaged students can be targeted more effectively.	£40,000	Internal progress data show that disadvantaged students improved in all buckets; English, Maths, EBACC and Open subjects.
Additional staffing used to support learning across the curriculum.	Teacher timetabled intervention across subject areas prioritising disadvantaged boys.	£23,000	Improving outcomes for Disadvantaged Year 11 boys with big improvements in Science and Humanities.
Staff allocated to Alternate Provision students to focus on English/Maths and Science.	Disadvantaged Students who are failing in a mainstream environment receive 'on-site' alternative provision; This is primarily used to maintain engagement in education, employment or training post 16. An AP leader oversees the provision supported by teachers in core subjects. Where appropriate funding for courses such as college courses may be included.	£70,000	Internal progress data show that those disadvantaged students attending ALNS Alternative Provision achieved grades that outperformed previous school cohorts and when compared to the 2018/19 from the local authority alternative provision provider.
Easter and May holiday targeted Revision sessions offered across curriculum.	Key staff are deployed to support disadvantaged students in delivering revision sessions during the breaks in the run up and during final GCSE exams. The Easter revision sessions are targeted specifically at disadvantaged students and the May sessions are open to all students.	£3,000	Internal progress data show that disadvantaged students improved in all buckets; English, Maths, EBACC and Open subjects.
Team Motivation Programme	Team Motivation Programme prioritising disadvantaged underachieving Year 11 male students. 4 teams of 7 males students (20/28 were disadvantaged) Students worked towards cash/voucher/food rewards for improving engagement in lessons (report cards with points)- team rewards so support and challenge from team and competition between teams as motivator.	£1,500	94.9% of disadvantaged students went on to a participating destination compared to the LA average for all Year 11 students of 94.5% Improving outcomes for Disadvantaged Year 11 boys with big improvements in Science and Humanities.

Data driven and responding to evidence			
Action	Summary	Cost	Impact
Quality assured progress data provided termly providing regular impact evidence.	Leaders & Teaching staff analyse progress data provided and review interventions for disadvantaged students below target.	None	Internal progress data show that disadvantaged students improved in all buckets; English, Maths, EBACC and Open subjects.

Clear responsive leadership			
Action	Summary	Cost	Impact
Leadership sets high aspirations and devolves responsibility for raising attainment of disadvantaged students to all staff	Whole school literacy strategies implemented in response to higher expectations in respect to reading and writing level 2 exam courses.	None	English and Humanities outcomes both demonstrate good and/or improving outcomes for disadvantaged students.

Summary of Pupil Premium funding 2019/20

What went well:

- ALNS has 3 year improving trend and the progress of disadvantaged students remains one of the schools main priorities; Although it is not possible to make comparisons using National data as a result of inflated grades nationally meaning centres were not on a level playing field. We can make comparisons internally as we can compare with previous years and previous national average because Centre Assessed Grades were produced based upon evidence and in line with Ofqual guidance these were moderated to ensure that they were in line with the previous 2 years results.

Disadvantaged	2019 Result	2019 NA	2019 NA Disadvantaged	2020 Result
A8	33.8	50.15	36.54	42.19
EM 5+	24%	50%	24%	30%
EM 4+	45%	72%	44%	41%
% Entering Ebacc	39%	44%	27%	41%
Ebacc APS	2.93	4.42	3.07	3.33

- Good engagement of disadvantaged students in curricular trips;

Even better if:

- Progress of boys - the progress of disadvantaged boys was significantly lower than girls. However, this is not just a disadvantaged issue and boy's progress across the school remains the priority of the School Improvement Plan.
- Improved outcomes of the most vulnerable disadvantaged students accessing 'on-site' Alternative Provision in Broadside.
- Maximising the disadvantaged student uptake of trips and experiences.