Pupil Premium Funding 20/21 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 you'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 you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

Children who get paid these benefits directly, instead of through a parent or guardian, can also get free school meals.

A child may also get free school meals if a parent gets any of these benefits and the child is both:
- younger than the compulsory age for starting school
- in full-time education

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 2020/21

Number of FSM pupils eligible for the Pupil Premium	241	@£955	£230,155
Number of looked after pupils eligible for the Pupil Premium	8	@£2,345	£ 18,760
Number of previously looked after pupils eligible for the Pupil Premium	2	@£2,345	£ 4,690
		TOTAL:	£253,605

Barriers to educational achievement

There are many factors that can impede disadvantaged students' progress compared to their more advantaged peers. These include:
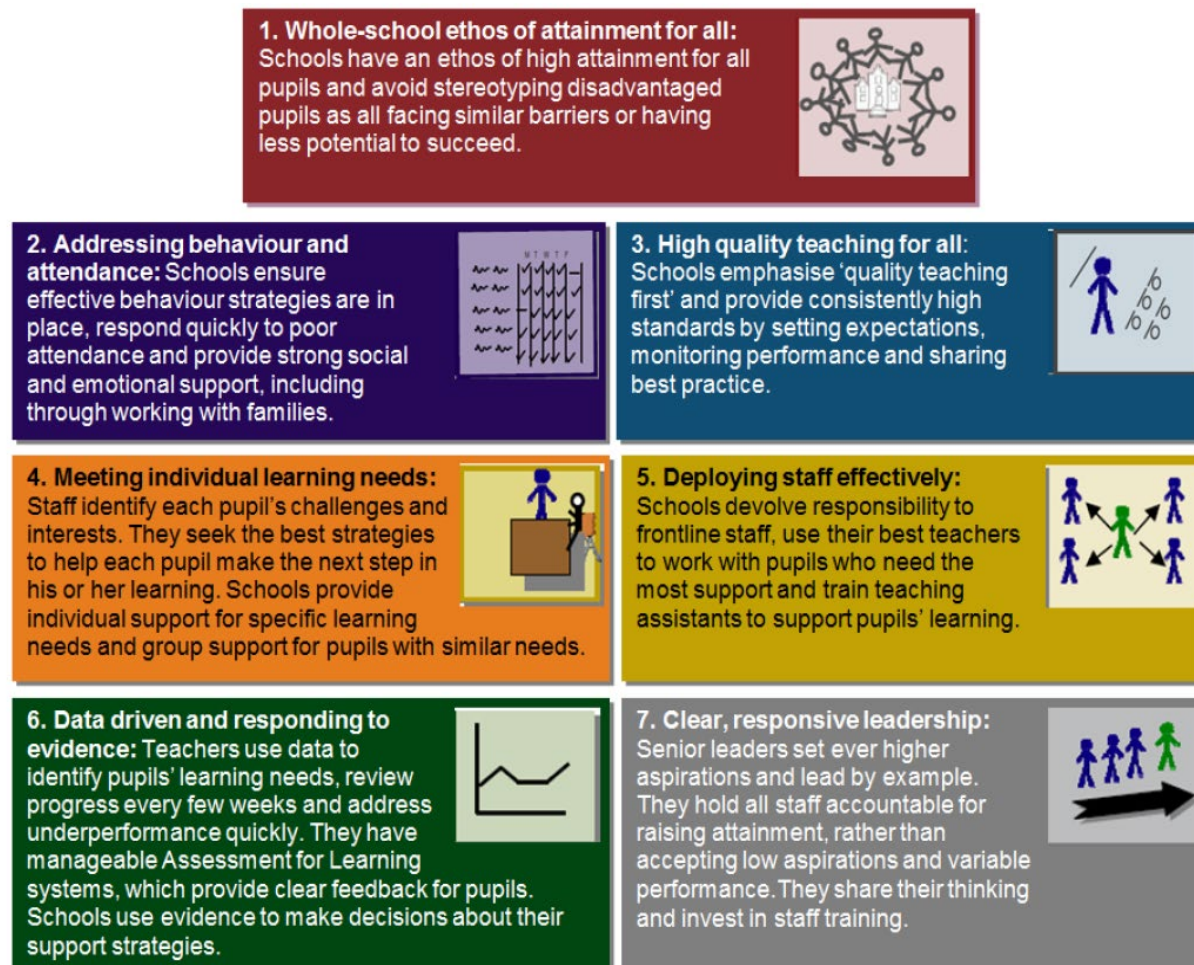- Lower than average attendance
- Low self-belief and resilience
- Low starting points in literacy and numeracy
- Lower arts and wider cultural participation
- Fewer opportunities to explore ambitions and fewer chances to think about how to achieve aspirations
- Less confidence in the whole education system
- Lack of opportunity for additional tutoring
- Less opportunity to have an effective work environment at home
- Poor access to appropriate digital technology and reliable WI-FI to engage successfully with remote learning
- Historically low educational expectations within Portsmouth and from some parents who did not have a great experience at school themselves.

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.

The financial costings below include both actual and estimated costs of activities/strategies. Changing priorities and circumstances during a pandemic means funding may vary from initial plans. The breakdown of the school budget is scrutinised by School Governors and the Trust Finances are externally audited.

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.

The 2019/20 evaluation highlighted the following key areas for improvement:

- Progress of boys - the progress of disadvantaged boys is 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.
- Attendance of disadvantaged students
- To further develop access to digital technology and access to Wi-Fi at home for disadvantaged students in readiness for the possibility of more periods of remote education and as a long-term strategy to provide access to learning resources.
- To improve the outcomes of the most vulnerable disadvantaged students accessing 'on-site' Alternative Provision in Broadside.

Whole school ethos of attainment for all

Rationale: Successful schools avoid the stereotyping of disadvantaged students as having less potential to succeed or as having similar barriers in the way of learning

Supporting evidence: *https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils*

Action	Intended outcome and success criteria	How will make sure it is implemented well?	Staff leading & Cost	Impact
School Improvement Plan & COVID-19 Action prioritises engagement, progress, and attainment of disadvantaged students.	Disadvantaged students progress, engagement and attendance is in line with non-disadvantaged students	Achievement reports shared termly with Local Governing Body for scrutiny and challenge.	NHA CDO MHU (No cost)	During lockdown all disadvantaged student provided access to suitable device and/or Wi-Fi to access remote learning during period of lock down. Greater proportion of disadvantaged/vulnerable students attended ALNS Key Worker School compared to any other Secondary school in LA. 95% FSM student own subsidised Chromebook as part of lease scheme available to all.

High quality teaching for all

Rationale: Successful Schools have a commitment to high-quality teaching for all alongside consistently high standards and expectations of teachers and students, monitoring performance and sharing best practice in the school.
Supporting evidence: *https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils*
Education Endowment Foundation (EEF) Teaching & Learning Toolkit 2018
https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/

Action	Intended outcome and success criteria	How will make sure it is implemented well?	Staff leading & Cost	Impact
Professional Learning Sessions targeted at developing staff pedagogical approaches to teaching SEND students to further develop the skills of staff in ensuing Quality First Teaching.	Disadvantaged SEND students receive the highest quality of teaching so that engagement and progress are in line Non-SEND students	Progress data and quality assurance practices in Curriculum areas evidence high quality practice and improving outcomes for SEND students	DWI CDO LMO SFE (£8,000)	Internal quality assurance and monitoring of Curriculum leaders provide evidence of high-quality differentiated teaching and learning including within Remote Education. Year 11 SEND students achieved improved outcomes compared to 2019.
Continued Professional Development	To provide Quality First Teaching & Learning opportunities through INSET; Curriculum Area meetings so that disadvantaged students progress in line with peers. To enable staff to deliver good/ outstanding lessons that engage students in their learning.	Progress data and quality assurance practices in Curriculum areas support a development of practice and improving outcomes	DWI CDO Curriculum Directors (£5,000)	Quality of Education for disadvantaged students is good. The average progress 8 score for 32 of the 37 Year 11 disadvantaged students is exactly 0. The overall progress measure for disadvantaged students was heavily affected by 5 chronic non-attenders with complex issues.

Clear responsive leadership

Rationale: Successful schools benefit from strong and clear leadership with Senior Leaders who lead by example and set high aspirations. Leaders hold their staff accountable, rather than accepting low attainment and variable performance.

Supporting evidence: *https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils*

Action	Intended outcome and success criteria	How will make sure it is implemented well?	Staff leading & Cost	2021/22 Impact Review
Leadership sets high aspirations and devolves responsibility for raising attainment of disadvantaged students to all staff through whole school strategies.	All staff are fully aware of their responsibility in securing the very best outcomes for disadvantaged students. - All staff fully embrace in engage in the roles as 'Tutors as Champions'. - Targeted Emotional Support – (EQ) is delivered successfully to support those disadvantaged students who require support with their emotional needs	Termly Progress view meetings from Curriculum Directors with Deputy Headteacher/Headteacher. Achievement reports shared termly with Local Governing Body for scrutiny and challenge	SLT Exec All Senior Leaders (£2,000)	Local Authority figures show that during lockdown Jan-Feb 2021 ALNS has had the highest attendance in the City from those considered vulnerable to Key Worker School. Disadvantaged students were overrepresented in this group when compared to non-disadvantaged. Improved disadvantaged parent engagement in parents evenings in all years as a result of purchasing of online virtual parent evening software.
Ensure all disadvantaged students have access to a high-quality device to access remote learning that can also be used to support their learning in lessons, so they get more used to using technology within their learning in case of further disruptions to face to face education.	All disadvantaged students can access remote learning through a suitable device. The majority of students will take part in the Chromebook leasing scheme so they have a device they can use both at home and within lessons to support their learning.	All PP parents phoned and strongly encouraged to take part in the leasing scheme which would be subsidised heavily. Subsidised payments for students who are FSM. DfE Chromebook devices distributed to disadvantaged students who are not part of the leasing scheme.	CCO NHA MHU CDO (£20,000 to fund FSM Chromebook scheme in 1st year – see Catch Up Premium Report)	95% of students who are in the FSM category took advantage of the heavily subsidised leased Chromebook offer as part of the leasing scheme. The 5% of disadvantaged students not signed up were provided with DfE laptop or equivalent and/or Wi-Fi dongle to access remote learning.

Addressing Behaviour and Attendance

Rationale: Strong pastoral care in the form of social and emotional support that include strong links with local mental health services; a quick response to non-attendance, as well as working closely with families all combine to prevent poorer outcomes for disadvantaged students.

Supporting evidence: *https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils*

Action	Intended outcome and success criteria	How will make sure it is implemented well?	Staff leading & Cost	2021/22 Impact Review
Emotional support (EQ) provided by Senior Inclusion Support 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.	Individual Achievement tracking and monitoring by AHT with Senior Inclusion Assistant	KHO Senior Inclusion Assistants (£40,000 – cost of staffing)	On reopening in March 2021 100% of students with social workers attended ALNS compared to an absence rate of 28.98% across the LA at the same time.
Heads of House, work with identified disadvantaged students with low attendance and/or low engagement that is affecting their progress to provide support and establish partnerships with parents to improve attendance and address any underlying issues affecting attendance. Examples include: Individual Attendance Plan meetings, Home visits etc	Disadvantaged students' attendance is in line with non-disadvantaged students.	Attendance tracking and monitoring by Senior Leaders/Governors/PCC LA	KHO HOH (None)	ALNS attendance one of the best in LA. PP absence – 12.2% (8% up to HT3 19/20) Non-PP attendance – 7% (5.4% up to HT 3 19/20) All student absence 20/21 increased but PP/Non-PP gap wider than 19/20 and reflected in the national picture.

Addressing Behaviour and Attendance cont.

Action	Intended outcome and success criteria	How will make sure it is implemented well?	Staff leading & Cost	2021/22 Impact Review
Financial Support and assistance with uniform, travel, support for food costs based on 'needs led' assessment.	Disadvantaged students are supported with uniform costs, travel costs to remove any potential barriers regarding attendance to school so that disadvantaged students progress, and attendance is at least 'in line' with Non-PP peers.	Attendance tracking and monitoring by Senior Leaders/Governors/PCC LA	SFE KHO MHU (£3,000)	ALNS attendance one of the best in LA. PP absence – 12.2% (8% up to HT3 19/20) Non-PP attendance – 7% (5.4% up to HT 3 19/20) All student absence 20/21 increased but PP/Non-PP gap wider than 19/20 and reflected in the national picture.
A free Food offer extended to all disadvantaged students attending Key Worker School in addition to those who are eligible for FSM.	Maintaining a 'feel good' factor and value in attending school through National lockdown Jan-March 21	Attendance/Engagement tracking and monitoring by Senior Leaders/Governors/PCC LA	MHU (£3,000)	PCC LA figures show that during lockdown Jan-Feb ALNS has had the greatest attendance in the City from those considered vulnerable to Key Worker School the majority of whom are also disadvantaged.
Tutor mentoring – focused on needs from the start of term	Any wellbeing / mental health issues identified quickly by staff who know the student best and then appropriately referred for support as necessary.	Head of house monitoring and supporting tutors	KHO HOH (None)	Almost all students returned successfully to school. Only 3 students did not return after pandemic for complex reasons.

Data driven and responding to evidence

Rationale: To enable teachers to identify individual student's needs, review progress regularly and swiftly address underperformance

Supporting evidence: *https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils*

Action	Intended outcome and success criteria	How will make sure it is implemented well?	Staff leading & Cost	2021/22 Impact Review
Quality assured progress data provided termly providing regular impact evidence.	Leaders & Teaching staff routinely analyse progress and engagement data provided and review interventions for disadvantaged students below target.	Termly achievement report highlights subject areas of concern regarding disadvantage student progress with challenge from Senior team and scrutiny from Local Governing Body	(No cost)	Attainment for Year 11 were improved from 2019. 32/37 disadvantaged students who experienced and engaged in the full curriculum offer achieved on average expected levels of progress.

Meeting individual learning needs

Rationale: Successful schools have staff that can meet the learning needs of individual students, which require them to know every child's challenges and interests, and to look closely at ways of supporting them to achieve their very best

Supporting evidence: *https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils*

Education Endowment Foundation (EEF) Teaching & Learning Toolkit 2018

https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/

Action	Intended outcome and success criteria	How will make sure it is implemented well?	Staff leading & Cost	2021/22 Impact Review
To maximise disadvantaged student attendance on full reopening from start to the Autumn term 2020 by identifying those who may struggle to return and then put in place appropriate support.	95% attendance for the whole school and those identified as needs needing support successfully reintegrate.	Assistant Head teacher and head of house providing support fire phone calls, tours and visits to look at arrangements on site and to help students get back into school. Attendance tracking and monitoring.	KHO HOH (No cost)	ALNS attendance one of the best in LA. PP absence – 12.2% (8% up to HT3 19/20) Non-PP attendance – 7% (5.4% up to HT 3 19/20) All student absence 20/21 increased but PP/Non-PP gap wider than 19/20 and reflected in the national picture.
To ensure disadvantaged student have equality of access to remote learning	To identify any barriers to access and then provide Chromebooks and/or WI-FI dongles to those disadvantaged students without access etc.	Regular monitoring of student engagement with remote learning	CDO KHO (£8,500 additional funding to support PP FSM6 students)	No disadvantaged student without access to suitable device and/or Wi-Fi to access remote learning
Targeted Careers support and advice – Year 10 & 11 Disadvantaged students 10 prioritised for 1;1 independent career advice & experiences.	College/Apprenticeship application support for all Year 11 disadvantaged students so that they have secured an approved provider placement for Sept 2021.	Senior staff monitoring of Year 11 destination data	VET (£2,000)	Virtual independent careers advice and guidance targeted at Year 11 students during lockdown.

Meeting individual learning needs cont.

Action	Intended outcome and success criteria	How will make sure it is implemented well?	Staff leading & Cost	2021/22 Impact Review
Tutor/Head of House mentoring – focused on vulnerable/disadvantaged students	Any wellbeing / mental health issues identified quickly by staff who know the student best and then appropriately referred for support, as necessary. Weekly 'touch base' phone calls in place weekly during periods of lockdown.	Head of House tracking process supporting tutors in some cases	KHO HOH (No cost)	Almost all students returned successfully to school in Sept 2020. Only 3 students did not return POST Lockdown 1 for complex reasons.
Identify disadvantaged students in Y7 most in need off academic support using GL assessment tests for reading and writing in the autumn term and CAT tests in the spring term to inform teaching and interventions.	To provide staff with standardised scores for year 7 disadvantaged students to inform their teaching and scaffolding they put in place. To identify those who may need additional intervention.	Assistant Headteacher managing process and ensuring all complete. Carried out over a period in the classroom with teachers and not as an exam.	SFE (£3,500 – see Catch up Premium funding report)	Ongoing: GL assessments completed, and information shared via school information system. CAT tests took place remotely during February 2021.
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 y 10 & 11	To ensure disadvantaged students have access to all resources so that they have full access to the curriculum.	Curriculum leaders make additional funding requests to PP lead.	MHU Curriculum leaders (£3,000)	No barriers to prevent disadvantaged students fully engaging in curriculum outside of national restrictions.
Funding used to allow disadvantaged students to engage fully in curriculum trips and experiences if national restrictions are relaxed so they can take place	All disadvantaged students should have the same opportunities to experience the benefits that offsite experiences can bring. Previous student feedback supports these activities contribute to student's cultural capital, their sense of belonging, identity and well-being.	Deputy HT monitors uptake of all trips and experiences that take place during curriculum time to ensure that disadvantaged students are at least represented proportionally to Non-PP	MHU (£3,000)	-Year 8 Camp June 2021 (3 nights under canvas) subsidised for disadvantaged students, so they were proportionally overrepresented than their Non-PP peers. -Theatre production of GCSE English set text May 2021

Meeting individual learning needs cont.

Action	Intended outcome and success criteria	How will make sure it is implemented well?	Staff leading & Cost	2021/22 Impact Review
Ensure staff have high quality technology in order that they can record, and deliver high quality live lessons easily, and in a way that best replicates learning in the classroom.	Staff have high quality machines and other technology to help them be able to affectively deliver high quality remote lessons.	help videos and guidance produced by IT support team to support staff. Time from collaborative staff sessions dedicated to the use off technology and the sharing of practise between staff.	NHA CDO (£24,500 - see Catch up Premium funding report)	Staff PCs replaced. All teaching staff have a webcam, graphics tablet and headset with microphone. All in place in Autumn term 2020

Deploying staff effectively

Rationale: Effective deployment of teaching staff is vital in raising standards among disadvantaged students, with the best teachers working with those who need most support, and effectively using teaching assistants to support students' learning.

Supporting evidence: *https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils*

Action	Intended outcome and success criteria	How will make sure it is implemented well?	Staff leading & Cost	2021/22 Impact Review
Additional capacity is created for pastoral and emotional support of disadvantaged students 2 tutors to each tutor group usually consisting of a member of teaching staff and a member of support staff.	Disadvantaged students are prioritised to receive mentoring and support from their tutor so that progress, attendance, and engagement is at least 'in line' with Non-PP peers.	Tutors maintain records of mentoring that are in turn monitored by Heads of House	KHO HOH (£53,000)	Progress data demonstrates 32/37 students made expected levels of progress. ALNS had higher levels of attendance than LA average and achieved highest levels of attendance compared to the 7 of 9 other LA Secondary school.
Additional staffing employed to support learning in Key Worker School during lockdown to support disadvantaged SEND students.	SEND Disadvantaged students maintain access to adult support throughout national restrictions so that their progress and engagement is maintained.	Fortnightly monitoring of disadvantaged student engagement in school and with remote learning	NHA KHO SFE (£10,495 – staffing costs)	ALL SEND Disadvantaged students had access to adult support at Keyworker School
Staff allocated to manage Alternate Provision students with a focus on English/Maths and Science.	Disadvantaged Students who are not managing 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.	SFE KHO LMO (£64,400 – staffing costs)	A personalised provision has allowed numerous disadvantaged students returned to mainstream lessons following a successful period of intervention and support.
		Money allocated	£253,395	

Summary of Pupil Premium funding 2020/21

What went well:

- ALNS has 3 year improving trend and the progress of disadvantaged students remains one of the school's main priorities; Although it is not possible to make comparisons using National data because 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	ALNS 2019 Result	2019 NA	2019 NA Disadvantaged	ALNS 2021 Result
A8	33.8	50.15	36.54	36.44
EM 5+	24%	50%	24%	43%
EM 4+	45%	72%	44%	57%
% Entering Ebacc	39%	44%	27%	43%
Ebacc APS	2.93	4.42	3.07	3.19

- Excellent engagement of disadvantaged students in those curricular trips and activities that were able to take place.
- The actions taken to support disadvantaged students and parents during lockdown allowed them to remain engaged in their learning and confidently returned to school following periods of remote learning.
- Disadvantaged students experience a high-quality challenging curriculum as demonstrated by the EBacc entry.

Areas for development

- Progress of boys – despite of the improvement in the progress of disadvantaged boys compared to 2019 this remains a major focus.
- Improved outcomes of disadvantaged students accessing the 'on-site' Alternative Provision.

- To reduce entrenched chronic disadvantaged non-attendance by:
  - embedding restorative and relational approaches as a central tool to develop an even more positive and respectful school culture in which staff know and care about all students.
  - Highly effective SEND screening for disadvantaged students helping to ensure they succeed and achieve.
  - Disadvantaged students are prioritised for academic intervention.
  - Ensuring the curriculum is personalised and includes scaffolding so that it remains accessible by all.