



Pupil Premium Funding Impact Report

2019-20

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and to close the gaps between them and their peers.

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children of all abilities from disadvantaged backgrounds and their peers and to raise attainment.

The Pupil Premium also provides funding for children who have been looked after (CLA) continuously for more than six months and the children of service personnel. For the purposes of this report Disadvantaged pupils are considered as those eligible for free school meals, Ever 6 and children looked after.

Eligible pupils in years 7 to 11 are funded with £935 per head.

Looked after children or ceased to be LAC are funded with £2300 per head.

Service children are funded with £300 per head.

The purpose of the Pupil Premium Report

The purpose of this report is to outline how Pupil Premium funding allocated to Links Academy Hatfield has had an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

In the academic year 2019/2020, 11 (46%) Year 11 pupils were eligible for the pupil premium. The following analysis includes all pupils on roll at the end of the 2019-2020 academic year.

In the academic year 2019/2020 £29,920 of Pupil Premium Grant funding was the projected budget, based on previous figures and projected pupil numbers. £19,096.78 was the final income received. Due to the school moving location and COVID-19, admissions were lower than predicted therefore the final received figure was lower than estimated.

Barriers to Achievement

The following barriers to achievement were identified as impacting on the progress and attainment of Pupil Premium pupils:

- Below national average literacy and numeracy levels
- Social, emotional and behavioural issues
- Low attendance and engagement

School objectives in spending Pupil Premium Grant (PPG)

Raising attainment and achievement of pupils to at least expected progress through:

- provision to raise literacy/numeracy levels
- providing social & emotional support/interventions to improve attendance and behaviour
- improved transportation for students with longer journey times into school (to raise attendance)
- Enhanced/ improved cultural capital – trips, activities, extra curriculum activities and support with uniform, materials etc.
- Personalised learning, e.g. use of external providers, college placements etc.
- CPD for staff to improve teaching and learning

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| What areas do we need to improve? | Improve the attendance and attainment of Pupil Premium pupils and overcome the barriers to learning which impede progress |
| What <i>specific</i> impact do we intend these actions to have on standards, provision, attitudes, behaviour, efficiency, other? | <p>Improve PP attendance through consistent tracking and implementation of strategies to encourage good attendance</p> <p>Enhance PP self-esteem and wellbeing by increasing opportunities for positive social interactions</p> <p>Enhance staff awareness of and accountability for PP outcomes</p> <p>Continue to improve Literacy and numeracy levels to raise attainment across the curriculum</p> <p>Improve provision for PP in lessons and tracking of performance</p> |

PPM Action Plan for 2019-20:

| What are our key actions to effect improvement? | Who is responsible for making sure this happens? | Progress of this Action: | How will we know this action has had the intended impact? |
|--|---|---|---|
| Improved attendance tracking for PP pupils | AHT – Attendance, Attendance officer & SLT | Improved procedures implemented to monitor the attendance of all students including PP students. Strategies put into place to encourage good attendance | Attendance of all students, including PP students to improve and reach at least national average |
| In depth tracking and analysis of PP attainment data | AHT – Data & Reporting | Improved data tracking to enable early interventions and to measure performance against other groups of learners | Gap between PP pupils and non-PP pupils in school and nationally is reduced further. Clear breakdowns of progress provided for management committee |
| Develop staff awareness and accountability of identifying and | AHT – Data & Reporting/ SLT | To develop the school and staff understanding of PP and strategies to address barriers to learning through CPD | Learning strategies to address the needs of PP pupils will be evident through lesson |

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| addressing PP barriers to learning | | | observations and student engagement and behaviour |
| Build social interaction skills to raise self-esteem and wellbeing for SEMH PP students through the rewards system | SLT | To provide all PP Students with the opportunity to socialise in a positive way through rewards visits and educational trips. | Increased enjoyment in school improving attendance and engagement in the curriculum |

Spending Plan for 2019/20

| Intervention | Summary | Funding | Effectiveness and Focus |
|---|---|---|---|
| Subsidised Breakfast/ break time snack for PP pupils Free School Meals | All PP pupils offered a healthy breakfast/ break time snack Healthy lunchtime school meal entitlement for students with FSM as part of the extended school day | Allocated- £7500 Expenditure- £10,014.13 | To ensure all PP pupils are able to engage with their learning by starting the day fully fed and maintain focus throughout the day To ensure PP pupils are provided with a healthy meal daily to allow them to focus, engage with their learning and to provide social experiences |
| Transportation | Transport for PP pupils with longer journeys into school or where public transport only provides infrequent travel times. Shuttle bus to station for bad weather/ winter morning & evenings | Allocated- £6000 Expenditure- £4227.65 | PP pupils are able to attend school regularly and punctually in order to improve their attainment and wellbeing |
| Pupil Equipment and/or clothing/ school uniform | PP pupils who need specific items of equipment and/or clothing that allows them to access their learning have them purchased for them | Allocated- £800 Expenditure- £1023.12 | PP pupils have their needs met without barriers so they can continue with their learning and maximise their progress and attainment |
| Subsidised revision materials | PP supplied with revision materials/ revision books to support their learning at home and preparation for end of course exams | Allocated- £300 Expenditure- £264.16 | To support PP pupils with home study and improve outcomes. |
| Educational Trips & Visits | To ensure that PP pupils are able to access educational visits and trips that will enhance | Allocated- £1500 Expenditure- £727.86 | A range of activities to support pupils in improving their attainment and social |

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| | their experience of the curriculum and break down barriers to learning. Such trips are motivational and an important social aspect of their learning | | skills with peers and staff. An incentive to engage with aspects of their learning |
| Youth Connexions, College Placements & Work Experience | Increased support and guidance for PP students at KS3 and KS4 for careers advice and setting up work experience placements. College placements offered to individuals | Allocated- £3000 Expenditure-£3510 | To enable PP pupils to gain experience of the working environment and College to build social skills and prepare for the next steps in their education/ work life. |
| Life Coach | A service accessible for PP pupils requiring emotional and mental health support to improve their personal wellbeing. | Allocated- £10000 Expenditure- £8411 | To enable PP pupils to develop coping strategies to help self-regulate their behaviour and to break down barriers that impact on aspects of their learning. |

Total allocated expenditure = £19,096.78

Total Expenditure: £28177.92

PPG Impact on Attainment 2019/20

Headline Results

| <u>Whole School Measure</u> | 2018 All | 2018 PP | 2019 All | 2019 PP | 2020 All | 2020 PP |
|---|-----------------|----------------|-----------------|----------------|-----------------|----------------|
| % students achieving 3+ High Quality KS4 Qualifications | 75% | 64% | 59% | 55% | 83% | 73% |
| % students achieving 9-5 English and Maths GCSE | 0% | 0% | 0% | 0% | 4% | 0% |
| % students achieving 9-1 English and Maths GCSE | 70% | 55% | 53% | 55% | 96% | 100% |
| % students achieving at least 1 9-1 in any GCSE or Equivalent^ | 75% | 64% | 82% | 73% | 100% | 100% |
| % students achieving at least 1 Pass in any qualification | 85% | 73% | 88% | 82% | 100% | 100% |

Y11 attainment has increased significantly across the whole cohort. The performance of the 2020 pupil premium cohort have had a positive 4% gap in a 9-1 grade in English and Maths. The 2020 pupil premium cohort have equal performance in students achieving at least 9-1 in any GCSE or equivalent. In comparison, there has been an 18% increase from 2019 in students with pupil premium achieving 3+ high quality KS4 qualifications. The pupil premium 2020 cohort have had a 45% increase and have achieved at least a 9-1 in English and Maths GCSE.

GCSE 5 Grade 9-1 Measures

| | 2018 | 2019 | 2020 |
|----------------------|------|------|------|
| 5 9-1 All pupils | 0% | 0% | 38% |
| 5 9-1 Non PP | 0% | 0% | 38% |
| 5 9-1 PP | 0% | 0% | 37% |
| Difference | 0 | 0 | 1% |
| | | | |
| 5 9-1 E&M All pupils | 0% | 0% | 38% |
| 5 9-1 E&M Non PP | 0% | 0% | 38% |
| 5 9-1 E&M PP | 0% | 0% | 37% |
| Difference | 0 | 0 | 1% |

There was a substantial increase (38%) in all pupils gaining 5+ GCSE 9-5 or equivalent. There was a negative 1% gap when comparing this to the 2020 pupil premium cohort. Although there was a negative 1% gap, the 2020 pupil premium cohort had an increase of 37% when comparing this to 2018 and 2019.

Impact of strategies and support implemented from the 2019-20 PP Spending plan

- 73% of pupil premium students achieved 3+ high quality KS4 qualifications, an increase of 18%.
- Students were given the opportunity to engage with a range of alternative programmes of study suited to their interests, such as Level 2 Cooking Skills, Level 1 VRQ Diploma in intro to professional cookery and L1 Motor mechanics.
- Breakfast made available to all students on arrival to school and once a week bacon rolls provided. Break time snacks and school lunches offered to all students
- CAT, PASS and lucid testing continued to provide a clear indication of student ability on entry and to identify barriers to learning in order to implement early intervention. This was extended in 2019-20 with GL Assessment Progress Testing in English, Maths and Science to provide a clearer indication of baseline ability in the core subjects. The use of FFT was also introduced to ensure targets being set were consistent with school history.
- Transport was offered and provided for students with longer journeys to ensure they arrive in time to enable them to attend school. Shuttle bus to and from station also offered.
- CPD - Inset on Mental Health, to raise awareness of issues which effect learning engagement and barriers to accessing education.
- Provision for Life coaching and mental health support was extended to address the emotional needs of pupil premium students.
- School uniform and clothing/ equipment for specific learning provided to PP students to ensure all students can engage and access with their learning
- Students accessed offsite reward activities to build self-esteem, motivation and strengthening social skills including, Go Karting, Tower of London Ice Skating and Bowling.

PP Action Plan for 2020/2021

The main areas of focus in 2020/21 continue to improve the attendance and attainment of Pupil Premium pupils and overcome barriers to learning are set out below:

- Improved attendance tracking for PP pupils through improved attendance intervention, school cooked lunch and incentives
- In depth tracking and analysis of PP attainment data
- Extend whole school initiative to improve reading and literacy levels across the school

- Develop staff awareness and accountability of identifying and addressing PP barriers to learning
- Build social interaction skills to raise self-esteem and wellbeing for SEMH PP students through break time and lunchtime activities