

**Pupil Premium Impact Review Financial Year 2019-20**



Target: **To eliminates the gaps in performance between disadvantaged and non-disadvantage students**

Tasks to Achieve the Target	Staff	Timescale	Costs	Monitoring & Evaluation	Success Criteria	Impact
Work with the AFA to Improve the quality of teaching & learning by ensuring PP pupils, particularly those who are LPA & SEN are routinely set appropriately differentiated work.	UIS GFL	Sept 2019 – Sept 2020	<del>£3450</del> £4600	<ul style="list-style-type: none"> <li>Half termly meetings with AFA coach</li> <li>Termly reports to BCO</li> </ul>	<ul style="list-style-type: none"> <li>School achieves AFA standard for pupil premium work</li> <li>Action plan completed</li> </ul>	Work with AfA was halted due to pandemic and therefore AfA standard is yet to be achieved. Only three meetings were held during the academic year up until lockdown. Action plan was completed with Carolyn Hall at her first meeting of the year with us.
Additional Science staffing to allow for the development of a STEM programmes to provide quality support and enrichment that increases pupil participation in school, raise aspirations and progression into FE and HE	DMC	June 2018 - July 2019	£48,679 (staffing) £5,300 (resources bid)	<ul style="list-style-type: none"> <li>Programme of STEM based enrichment delivered by Science, Maths and Technology faculties</li> <li>Minutes of meetings</li> <li>Pupil and parent voice</li> <li>Termly CAP &amp; PT data</li> </ul>	<ul style="list-style-type: none"> <li>STEM development plan written and shared</li> <li>Pupils in STEM subjects are on or above target in PT</li> <li>Year 11 PP cohort make progress in line with or above national cohort in STEM subjects</li> <li>25% more pupils taking STEM subjects Post-16</li> </ul>	See information on STEM in the PP bid impact table below (data table 1). See information table for STEM subject CAG below (data table 2). Data across school years 7 to 10 cannot be reviewed as only one data point took place due to pandemic.  Within the 6 <sup>th</sup> form; we have seen numbers for STEM subjects stay at an excellent level. 83% (same % for 12 and 13) of pupils in the 6 <sup>th</sup> form study one or more STEM related subject for the second year in a row.
Continue to improve the attendance of PP and SEN pupils to bring in line with national.	CTO	On-going	£500	<ul style="list-style-type: none"> <li>First day call telephone and text logs</li> <li>Termly attendance report to SLT</li> <li>PP PA cohort identified and shared with staff</li> <li>Minutes of meetings</li> <li>Individualised programmes of intervention for identified pupils</li> </ul>	<ul style="list-style-type: none"> <li>Whole school attendance 96%</li> <li>PP cohort attendance in line with non-PP</li> <li>PA figure of 9%</li> <li>Year 11 PP students make on or above expected progress</li> </ul>	Whole school attendance = 94.4% (same as Lancashire overall). Compared to national average of 94.5%. PP attendance = 92.6% Non-PP attendance = 95.9%  PA figure = 11.4%. Compared to 14.9 % nationally and 15% in across Lancashire.

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Full time School counsellor provided for both long and short term support for vulnerable pupils	IDA	On-going	£24,300	<ul style="list-style-type: none"> <li>Review of counselling lists</li> <li>SEN meeting minutes</li> <li>Attendance and behaviour data of cohorts</li> <li>PT and CAP data</li> </ul>	<ul style="list-style-type: none"> <li>Emotional resilience of pupils increases</li> <li>Improved attendance</li> <li>Reduction in on-calls and seclusions of counselling cohort</li> <li>PT data shows improving trend in performance of cohort</li> </ul>	<p>Unable to measure improving trend in PT of data (year 10) due to lockdown closure.</p> <p>The counselling cohort have been examined in terms of those who have had a significant number of sessions (20 or more). Of these pupils (7 pupils with 4PP); only one had any sort of behavior incidents to examine and this was for failing to complete homework. These were isolated incidents so measuring success against behavior data is not possible. Five of these pupils were in year 11 (3 PP). All five pupils achieved a positive P8 score in the summer. 2 of the 3 PP achieved a negative P8 score in the Nov 2019 mocks, all 5 pupils improved their score between Nov mocks and the CAGs in the summer. See data table 3 below.</p>
Learning Mentor Provision for KS4	GFL	On-going	£24,344	<ul style="list-style-type: none"> <li>PT &amp; CAP data</li> <li>Minutes of meetings &amp; actions</li> <li>Defined support cohort timetable and intervention plans</li> </ul>	<ul style="list-style-type: none"> <li>Year 11 PP students make on or above expected progress.</li> </ul>	<p>CAG for year 11 showed our overall P8 was 0.33. For PP the P8 figure was -0.05, and for non-PP this figure was 0.56. So, on a positive note; PP pupils achieved their expected progress levels, but a half a grade gap can be seen between the two cohorts.</p>
Pastoral Manager for Year 7	SHG	On-going	£8518	<ul style="list-style-type: none"> <li>Year 7 meeting minutes</li> <li>Transition data</li> <li>Attendance and Behaviour data</li> <li>PT data</li> </ul>	<ul style="list-style-type: none"> <li>Year 7 PP cohort to make progress in line with peers</li> </ul>	<p>Data for year 7 is too limited to assess impact as only one set of data was produced for year 7 (Jan 2020).</p>

Tasks to Achieve the Target	Staff	Timescale	Costs	Monitoring & Evaluation	Success Criteria	Impact
Revision and booster classes for targeted Year 11 PP pupils	UIS GFL	On-going	£8000	<ul style="list-style-type: none"> <li>PT &amp; CAP data</li> <li>Registers of attendance</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>All pupil groups in Year 11 cohort make on or above progress in GCSEs</li> <li>Positive Progress 8 score</li> </ul>	Prior to terminal exams being cancelled; a revision school was held during February half term for three subjects. Attendance figures can be seen in table below (data table 4). PP attendance was mixed; however, in Spanish it was excellent.
Duke of Edinburgh Programme to engage and motivate targeted pupils	KVI DMI SHG	On-going	£7000	<ul style="list-style-type: none"> <li>PT data</li> <li>Attendance and behaviour data</li> </ul>	<ul style="list-style-type: none"> <li>Pupils complete the DoE award at bronze or silver level</li> <li>Attendance to programme above 95%</li> </ul>	Final expeditions were unable to take place due to pandemic. All pupils were monitored in school as per guidance from DoE and staff kept in regular contact with them during lockdown. Staff were impressed with pupils trying to achieve what they could in spite of the circumstances. Most pupils have been awarded a certificate of achievement for completing three sections (volunteering, physical and skills). Year 11 2020/21 who complete the silver practice will be able to count this as their final expedition for their bronze award.
Homework clubs, breakfast clubs and enrichment & hardship fund	GFL UIS CBR	On-going	£1000	<ul style="list-style-type: none"> <li>Attendance registers</li> <li>Behaviour and attendance data</li> <li>PASS survey</li> </ul>	<ul style="list-style-type: none"> <li>Pupils engagement in homework leads to reinforced learning in lessons</li> <li>Year 11 pupils make expected progress at GCSE</li> <li>KS3 &amp; year 10 pupils meet end of year progress targets</li> </ul>	CAG for year 11 showed our overall P8 was 0.33. For PP the P8 figure was -0.05, and for non-PP this figure was 0.56. So, on a positive note; PP pupils achieved their expected progress levels, but a half a grade gap can be seen between the two cohorts.  Data across school years 7 to 10 cannot be reviewed as only one data point took place due to pandemic.
Provision Map support provided to PP pupils across the curriculum and measure the impact of this across KS3 & 4	GFL	Ongoing since Oct 2017	£2000	<ul style="list-style-type: none"> <li>Minutes of meetings</li> <li>PP provision co-ordinator to attend relevant meetings with AFA and staff</li> <li>Tracking of PP pupils</li> </ul>	<ul style="list-style-type: none"> <li>All PP pupils have provision mapped</li> <li>PP cohort on or above expected targets at PT tracking</li> </ul>	All pupils across KS3 and 4, not just PP, are provision mapped. Bids that should impact on specific pupils are added to the map as well as other provisions accessed/offered.

Tasks to Achieve the Target	Staff	Timescale	Costs	Monitoring & Evaluation	Success Criteria	Impact
				<ul style="list-style-type: none"> <li>Learning walks and "book looks"</li> <li>Termly reports to and meetings with PP link</li> <li>governor</li> </ul>	<ul style="list-style-type: none"> <li>All PP cohorts in year groups meet or exceed their progress pathway targets</li> </ul>	<p>Unable to comment on PP cohorts across years 7 to 10 as end of year assessments did not take place.</p> <p>For year 11, the CAG showed that our overall P8 was 0.33. For PP the P8 figure was -0.05, and for non-PP this figure was 0.56. So on a positive note; PP pupils achieved their expected progress levels, but a half a grade gap can be seen between the two cohorts.</p>
Embed bidding system for staff to request support and resources to tackle underachievement of pp cohorts in their classes	GFL	Ongoing since Sept 2017	£60,294	<ul style="list-style-type: none"> <li>Baseline and exit data of the project</li> <li>Staff to present bids to PP governor</li> <li>CAP and PT data</li> <li>Reports to governors</li> </ul>	<ul style="list-style-type: none"> <li>PP students make progress in line with or exceeding the non pp cohort</li> </ul>	Bidding system was accessed by various departments and initiatives across school (see table 1 below)
Year 7 & 8 PP enrichment programme to be launched	CBR	Sept 2018 onwards	£16,248	<ul style="list-style-type: none"> <li>All pupils have music lessons on instruments of their choice</li> <li>Pupil and parent voice</li> <li>Programme of enrichment</li> </ul>	<ul style="list-style-type: none"> <li>Emotional resilience of pupils increases</li> <li>Improved attendance</li> <li>Reduction in on-calls and seclusions of counselling cohort</li> <li>PT data shows improving trend in performance of cohort</li> </ul>	<p>Unable to comment on PP cohorts across years 7 to 10 as end of year assessments did not take place. We only have one set of data for these year groups in 2019/20.</p> <p>Pupil voice has indicated some very positive aspects of the peripatetic tuition (see table 5 below). We were able to survey 40 year 7 pupils, but only managed to survey 12 year 8 pupils due to lockdown closure.</p> <p>Attendance in year 7 was 92%, in year 8 this figure was 85% and therefore 88% overall. Guitar lessons on a Wednesday were the best attended at 94%. More detailed attendance data can be found in a separate document.</p>

Data table 1 - Bids impact

Bid	Cost	Impact
Food Technology materials (SRO)	£0	Bid money not used due to lockdown closure.
STEM (DMC)		<p>Eight projects were planned for 2019/20. Of those eight projects; the targets of four were completed in their entirety, one was partially completed and three were not achieved at all due to lockdown closure. Projects that could not be completed will be moved to 2020/21 when restrictions allow. Achievements of the projects that were completed are as follows:</p> <p>31 Pupils awarded with Crest Award</p> <ol style="list-style-type: none"> <li>1) (DMC) Development of the Girls Moor Park Race Team-18 Pupils completed the build and included upgrades to the car such as a custom-made steering wheel and speed controller. Pupils were due to compete in 2 races (April and June) but these were cancelled due to the pandemic. Pupils had half a day testing the car at UCLAN cycle track where they used headsets to communicate in a simulated race day- this day including several breakdowns and challenged the pupils throughout.</li> <li>2) (DMC/IDU) Development of an off-road remote-control car 10 pupils. 2 teams designed and built cars from scratch winning a host of Awards. DMC group won 2 Awards-Best Engineered Car and 1<sup>st</sup> Place Winners in Entry Class. This group won the NW regional final and were invited as guests to participate in the National Final (Cancelled due to Pandemic). IDU group-Awarded Superstars of the Future</li> <li>3) (LJN) Bath Bombs- 10 Yr 7 Pupils completed Bath Bomb project and awarded Crest Awards</li> <li>4) (THA) How to make a rollercoaster faster? 11 LPA pupils successfully built, investigated and reported on rollercoasters achieving Bronze Crest Awards</li> <li>5) (ZDE)Tomorrow's Engineers EEP Robotics Challenge-12 Pupils attended regional Engineering Competition. Throughout the 8 week project prior to the competition pupils engaged in; problem solving - constantly change their LEGO vehicle and re programme it to win the 'challenge of the day' ; Teamwork- found it difficult to work as a team as each person in the group was determined that their idea was the best ; effective communication - As the expertise and equipment within the group was limited, the pupils had to work as a big group to share idea and equipment to develop their ideas. it was a good opportunity for pupils to discuss with other KS3 students and learn to share.</li> </ol>
Pass Survey	£1124.00	This data provided an insight into pupils needs. 424 pupils completed the survey. As a whole school the survey demonstrated high levels of satisfaction with their school experience. Self-regard as a learner and response to curriculum demands showed a lower percentile, but still high overall. Girls scores in both KS3 and 4 were generally lower than boys; this was particularly marked with the girls when examining response to curriculum demands. The data provided us with a starting point to work with specific groups and individuals either within school or via agencies/outside professionals (see below for info on psychotherapist)

Brilliant Club (LRO)	£3840	Bid money was paid to fund the programme; but did not take place due to covid. Money carried forward to 2020/21 programme.
Visualisers in Spanish (CWA)	£200.00	Our target group was 7P as it had a high % of PP. Homework hand in rates for that group was generally high with some key PP pupils improving over the year (part of it that we were in school). My overall thoughts are that it did help to encourage homework completion, once they knew that their work could be shown, more wanted theirs to be chosen and but we didn't use it as often as we had originally planned with the Y7 groups as it became quite a lengthy task and we also started to vary homework in terms of individual targets. That said, we used it with KS4 regularly and it's almost embedded into their lessons now. JMC regularly uses it linked to homework. The visualiser actually became an even bigger positive whilst working in lockdown as we used them during live lessons to demonstrate tasks and mark work. We have continued to use them this year and they are still very much a tool that we use in planning.
Laptop in the base (CTO)	£165.83	Laptop was acquired in Jan 2020. Laptop was used everyday for pupils who accessed The Base for a variety of reasons e.g. time out, timetabled, emotional support. The laptop made a big difference in that it helped pupils to access the curriculum and appropriate resources with greater ease.
History revision materials (SHO)	£189.55	Due to the cancelation of the terminal exams, impact on PP pupils is limited to February mock performance. After the provision of the revision resources, PP pupils achieved grades averaged at +0.29 EAP which actually outperformed the cohort as a whole. This was then increased to +0.31 EAP in the February mocks on which the CAG was initially based.
Science lab books (ZDE)		No information provided
RE revision materials (FAL)	£119.70	Workbooks guides were really useful. I used them for the initial intervention/afterschool sessions and used them with the PP pupils for targeted exam questions and exam focus. They have answers at the back of the work guide, so this helped the pupils to check and mark independently. It also helped with setting exam questions from previous topics for retrieval as part of additional work/missed lessons and this showed with their mocks and teacher assessed grades as PP pupils did well overall.
GCSEpod (GFL)	£1941.46	During the academic year 2019/20 5917 pods were accessed by pupils and staff. The most popular subjects were Religious Studies, English Literature and Chemistry. Pupil and staff voice were collected regarding usage and usefulness. Pupils generally said that it was a useful tool to have, but some thought they didn't make as much use as they should do because they forget about it and teachers don't encourage use. Staff had mixed views about the resource because some subjects have access to other, sometimes more specialized resources or they felt the resources for their subject were not as good as they could be. Other staff, particularly humanities staff, praised the resource, but felt more could be done in terms of embedding into curriculum and pupils independent use. Some other staff also felt embedding was needing and more guidance on use. This is currently being looked at. Impact on academic performance cannot be measured.
English Literature guides (NAS)	£478.80	Impact cannot be honestly reviewed as pupils had not made much, if any, use of the text guides prior to lockdown.
Chester Zoo for SLW (GFL)	£0	Bid money was not used due lockdown closure.
SRE resources (UIS)	£780.00	Resources provided a high quality classroom resource that could be easily navigated by dedicated SRE staff team. Staff felt the resources were very useful and varied to maintain interest as well as provide the necessary information for pupils. This was not used by all year groups last year due to closure.
In school Psychotherapist (GFL)	Allocated £18,000	£11,120 was spent during the last academic year for a cohort of 23 pupils. 9 year 10 girls worked together for 10 weeks on aspects of resilience, self-confidence and esteem; all other sessions were one to one with various individuals across different years in school. Some of these pupils continued to be supported during lockdown as this was in the best interests of their

	(plus up to £2000 for PASS surveys above)	mental health. Pass data will be available shortly to assess changes in emotional health and wellbeing from last time. All feedback from Charlotte Lowe is recorded confidentially on CPOMs.
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Data table 2 - STEM Data for GCSEs

	<u>Overall P8</u>	<u>FSM ever6</u>	<u>Non-FSM ever6</u>	<u>Notes</u>
Engineering	-0.25	-0.18	-0.28	FSM6 better
Science trilogy	-0.33	-0.33	-0.32	No gap in performance between cohorts
Maths	-0.22	-0.29	- 0.17	Non-FSM6 did better overall. However, 4 out of 5 maths sets P8 results were better for the FSM6 cohort
Biology	-0.57	-0.58	-0.57	No gap in performance between cohorts
Chemistry	-0.39	-0.33	-0.41	FSMever 6 cohort did slightly better than the non FSM cohort.
Physics	-0.54	-0.83	-0.41	
Design Technology	0.46	0.39	0.48	Both cohorts achieved a positive P8 score. Two classes count towards these figures. One of the classes had a P8 score for PP of +0.81 which was 39% higher than the nonFSM6 cohort.

Data table 3 - Counselling cohort (20 or more sessions as measure group)

Pupil	Year	No of sessions	PP	Nov mock P8	CAG P8	Difference (+/-)	Attendance before counselling	Attendance during/after
A	11	67	Y	-0.43	0.73	+1.16	96.05% (2017/18)	98.42% (2018/19) 96.69% (2019/20)
B	11	59	Y	-1.42	0.18	+1.6	93.22% (2017/18)	98.42% (2018/19) 99.17% (2019/20)
C	11	24	Y	0.78	1.43	+0.65	99.74% (2018/19)	100% (2019/20)
D	11	34	N	-1.09	0.19	+1.28	100% (2018/19)	99.17% (2019/20)
E	11	45	N	-0.05	0.25	+0.29	94.74% (2017/18)	94.21% (2018/19) 94.21% (2019/20)
F	10	26	Y	N/A	N/A	N/A	97.37% (2018/19)	94.82% (2019/20)
G	10	43	Y	N/A	N/A	N/A	94.74% (2017/18)	97.37% (2018/19) 88.43% (2019/20)

Data table 4 - February 2020 revision school

Day	Subject	Targeted	Attended	PP targeted	PP attended
Mon 17 <sup>th</sup> Feb	Computer Science	18	13 (72%)	9	5 (56%)
Tues 18 <sup>th</sup> Feb	Spanish	21	20 (95%)	5	4 (80%)
Wed 19 <sup>th</sup> Feb	Business	30	18 (60%)	11	8 (73%)

Data table 5 – Peripatetic pupil voice

40 year 7 pupils surveyed						
	Learning to play an instrument has improved my resilience and perseverance	Learning to play an instrument has improved my confidence and self-esteem	Learning to play an instrument has improved my focus and concentration	Learning to play an instrument has improved my teamwork skills	Learning to play an instrument has improved my happiness	Learning to play an instrument has improved my listening skills
True	<u>78%</u>	<u>73%</u>	<u>83%</u>	<u>70%</u>	<u>63%</u>	<u>75%</u>
False	<u>22%</u>	<u>27%</u>	<u>17%</u>	<u>30%</u>	<u>37%</u>	<u>25%</u>

12 year 8 pupils surveyed	I enjoy my music tuition lessons	Reasons given
Always	58%	<ol style="list-style-type: none"> <li>1. It's fun and interesting to learn new songs</li> <li>2. Learning my instrument is fun and it is a good skill to learn.</li> <li>3. It is fun to learn the French horn and it is easy to play</li> <li>4. It helps me focus, it makes me more patient, its enjoyable.</li> </ol>
Most of the time	8%	<ol style="list-style-type: none"> <li>1. Because it helps me learn new skills and although it can be challenging, it's good fun.</li> </ol>
Some of the time	17%	<ol style="list-style-type: none"> <li>1. Sometimes I forget my instrument which means I can't learn the same</li> <li>2. Not all my lessons are fun</li> </ol>
Never	17%	<ol style="list-style-type: none"> <li>1. I do not like the instrument I've been playing</li> </ol>