



Pupil Premium Funding

What is the Pupil Premium?

The Pupil Premium provides additional funding to students in Key Stages 1-4, in addition to the main funding a school receives, and is intended to help students from disadvantaged backgrounds 'close the gap' through raising attainment and improving progress.

The Department for Education provides additional funding for students who:

- are looked after by the Local Authority in Care;
- are members of a family of an Armed Service Parent;
- are, or have been in the last six years, eligible for Free School Meals.

Currently 110 of our students in Years 9-11 (15.3% of the total cohort) receive Pupil Premium. The challenges associated with these students are varied and a bespoke approach is required for each individual student.

Pupil Premium Strategy

The *Curriculum and Staffing Working Group* review the school's approach to Pupil Premium regularly and report to the school's Local Governing Body. The last review occurred in June 2019, in light of the recently published Education Endowment Foundation (EEF) *Guide to Pupil Premium*¹. Policy and practice were considered to be in line with the EEF's guidance. A former 'Achievement for All' consultant also reviewed all aspects of Pupil Premium policy and governor monitoring of its impact, and reported that it was all fit for purpose. The progress made by our Pupil Premium students supports this.

Key to our success as a school is that all subject areas plan their curriculum so that all the students they teach have every chance to maximise their potential. As part of this approach, teachers plan very carefully for the needs of those students where national research, for example by the Education Endowment Foundation, shows that they may underachieve. This includes students who are eligible for Pupil Premium funding.

In order to maximise the impact of our Pupil Premium spending we will ensure that:

- all staff are made aware of the Pupil Premium and vulnerable children at the school through regularly updating the Pupil Premium register;
- all staff will be involved in the identification of underperforming students through the analysis of regular progress checks, test data and class work;
- all students on the Pupil Premium register will benefit from funding, not just those who are underperforming;
- teachers will target students underperforming at all levels, not only the low attaining students but also those who could be doing even better.

Improving the Quality of Teaching

We will continue to ensure that the quality of teaching is of a high standard through increasing the number of outstanding lessons across the school. This is achieved by using our team leaders to:

- set high expectations;
- ensure consistent and high quality marking and feedback;



- share good practice within the school by accessing and disseminating high quality CPD.

Individualising support

We will ensure that the additional support we provide is effective by:

- looking at the individual needs of each child and identifying their barriers to learning;
- ensuring additional support staff and class teachers communicate regularly;
- using team leaders to provide high quality interventions across the curriculum;
- tailoring interventions to the needs of the child (e.g. one-to-one tuition in Maths or English)

Monitoring and Evaluation

We will ensure that:

- a wide range of data is used – achievement data, pupils’ work, observations, learning walks and student voice.
- assessment data is analysed so that the impact of interventions can be monitored regularly
- assessments are closely moderated to ensure they are accurate
- regular feedback about performance is given to children and parents
- interventions are adapted or changed if they are not working.

How is the Pupil Premium funding used?

We believe in supporting every child but we ensure that Pupil Premium students are especially monitored and encouraged to take full advantage of all that is offered in lessons and in extra-curricular time. This includes:

- provision of a personalised learning tutor;
- provision of a student support co-ordinator;
- contributions to specific curricular and extra-curricular activities for the students concerned;
- a member of staff to provide numeracy intervention for students to maximise their achievement.
- additional after-school and holiday revision sessions.

The Curriculum and Staffing Working Group of the Governing Body receives a report on the progress of students eligible for Pupil Premium funding at every meeting and the Head Teacher gives a report at the termly meetings of the full Governing Body. The school has received a Pupil Premium Award from the DfE.

2017-18 Summary

In 2017-18, the school received £138,380 in Pupil Premium funding. This funded a personalised learning tutor and additional student support, together with a numeracy intervention tutor, holiday revision sessions and individual sums of monies allocated to individual students in line with their need.

Our approach towards Pupil Premium in 2017-18 produced some impressive results which are outlined below.

**Pupils
eligible**

**Pupils not
eligible for PP**



	for PP (school)	(national average)
Progress 8 score	-0.03	0.13
Achieving grade 5 in English and Maths	36%	50.1%
Entering EBacc	58%	42.80%
Achieving EBacc at grade 5/C or above	25%	20.2%
Achieving EBacc at grade 4/C or above	33%	28.5%
Progress 8 score: English	0.19	0.11
Progress 8 score: Maths	-0.14	0.12

The Progress 8 gap between disadvantaged students at County Upper with their non-Pupil Premium peers nationally was -0.16. The difference between County Upper students and all students nationally was +0.26. The Progress 8 score for disadvantaged students in English was higher than the average Progress 8 score for non-Pupil Premium students nationally.

County Upper pupils, including pupil premium students, were strongly encouraged to follow a broad, rigorous curriculum. As a result, our pupil premium students' entry to EBacc (58%) was 15 percentage points above their non-pupil premium counterparts nationally. 25% of Pupil Premium students at County Upper achieved the EBacc at grade 5/C or above, 5 percentage points higher than the national average for non-pupil premium students. Again, had students taken a narrower, less challenging set of options, their progress in the open slots would have been much higher, which is by far the biggest contributor to the difference in Progress 8 Score between our pupil premium students and their non-disadvantaged students nationally.

2018-19 Summary

The results relating to Pupil Premium students are outlined below.

	Pupils eligible for PP (school)	Pupils not eligible for PP (national average)
Progress 8 score	-0.83	0.13
Achieving grade 5 in English and Maths	14%	50%
Entering EBacc	40%	45%
Achieving EBacc at grade 5/C or above	9%	15%
Achieving EBacc at grade 4/C or above	9%	21%
Progress 8 score: English	-1.06	0.11
Progress 8 score: Maths	-0.33	0.11

The Progress 8 gap between disadvantaged students at County Upper with their non-Pupil Premium peers nationally has widened since 2017-18, which is disappointing. However, this can largely be explained by some low grades in our GCSE English, which defied our predictions. A former County Adviser for English and Lead Standards and Excellence Officer has carried out



a review of our English Faculty, and believes that the “2019 results appear to be an anomaly; an unexpected and inexplicable one-off”. Even had the results come in at the bottom end of the March predictions in English, and the external review of evidence supported these, the gap would have been broadly in line with that of 2017-18.

County Upper is also committed to providing a rigorous and challenging curriculum to all students regardless of whether their prior attainment is low or high. At Key Stage 4, no subject is ‘off-limits’ to any student if they have studied it at Key Stage 3. The 40% of pupil premium students entering the EBacc – broadly commensurate with the national figure for non-disadvantaged students – is testament to this.

A review of expenditure (2018-19)

In 2018-19, the school received c. £131,000 in Pupil Premium funding. This was predominantly spent on a personalised learning tutor and additional student support, together with a numeracy intervention tutor, holiday revision sessions and individual sums of monies allocated to individual students in line with their need. Special support was given to English, as this was an area of weakness for our disadvantaged students in last year’s Year Eleven cohort, and there was also a bigger gap than mathematics between our pupil premium and non-Pupil Premium students in 2018.

TYPE OF SUPPORT	Expenditure 2018-19
Personalised learning tutoring	£29,000
Numeracy intervention tutoring	£13,000
Holiday Revision Sessions & staffing	£9,800
Additional staffing support to English faculty	£11,500
Small Group Tuition: English & Maths	£16,950
Alternative curriculum provision	£26,500
Support Pack for Year 11: Revision Guides/Equip/ Timetables/Planners	£8,500
ICT resources	£6,000
Trips linked to curriculum	£7,300
Music Tuition	£1,800
Uniform	£360

The following analysis outlines the impact of major expenditure items.

Personalised learning tutoring (Mentoring and Support)

We utilised the staff capacity and launched a mentoring programme with Year 11 students. Students were assigned a lead teacher, which enabled staff to closely monitor attendance, behaviour, homework and overall subject progress. Working with smaller groups of students also enabled staff to make more regular contact with parents, to update them on student progress and organise any further intervention.

The research shows that this strategy of Parental engagement can have a gain of + 3 months (EEF) and homework can have a gain of + 5 months (EEF). We will be continuing this approach into 2019-20.

Additional staffing support to English and Mathematics faculties



We used a proportion of the budget to increase the capacity in the English Faculty. This enabled us to create additional intervention groups for our vulnerable students. This provided students with extra hours of English and Maths tuition with smaller class sizes and greater opportunities for our teachers to ensure progress was made.

Students within these groups achieve an average of 1.23 grades higher from the mock to the final GCSE, which was larger than the average improvement made by the whole cohort. We also created additional small groups in Maths for Year 11 students after their mock exams, who were taught by a numeracy intervention tutor.

Intervention Sessions

We also provided some of our vulnerable students with 1-2-1 and small group sessions, which were led by an external member of staff. The research shows that this strategy of One to One Tutoring can have a gain of + 5 months (EEF).

100% of students improved the P8 subject specific score from their starting point. Student feedback was very positive, highlighting increasing confidence. We will be continuing this approach into 2019-20.

Holiday Revision Sessions

During the Easter and May half term holidays, students benefited from targeted intervention for a number of subjects, including Maths and English. The research shows that this strategy of after school or holiday sessions can have a gain of +2months (EEF)

Many students attended these sessions, in particular for English and Maths.

Alternative Curriculum Provision

We identified a small number of vulnerable students in Years 9-10 who were finding it difficult adjusting to the school's expectations and used a proportion of the Pupil Premium budget to take them to alternative provision. The research shows that this strategy of early intervention can have a gain of + 6 months (EEF).

This has contributed to keeping the exclusion rates very low, but also ensuring appropriate curricula are provided for our students. Anecdotally, subject teachers and Year Tutors believed that alternative curriculum provision has a positive impact on the behaviour of most participants when they returned to timetabled lessons. We will be continuing this approach into 2019-20, but there will be a review of how we identify the students eligible for this intervention.

Support Materials

We used a small part of the budget to provide students with a number of materials, including revision guides and subject specific equipment, such as calculators. We also provided revision packs leading into exam periods.

We will be continuing with this approach into 2019-20.

Curriculum Trips

At County Upper, we are able to provide, if necessary, a full subsidy to Pupil Premium students for trips they wish to attend with are not essential to the curriculum. Whilst the impact of this is difficult to quantify, support towards costs provided opportunities for students to experience activities which would not otherwise have been possible.

We will be continuing with this approach into 2019-20.

Music Tuition

For disadvantaged students, we were able to provide up to 50% of the cost of peripatetic lessons for one instrument. For students who had selected Music as a GCSE option, we were



able to provide the full amount for peripatetic lessons for one instrument.
All students studying Music reached their target. We will be continuing this approach into 2019-20.

2019-20

In the current academic year we received £103,929 in Pupil Premium funding. The fall in Pupil Premium funding from previous years is explained by the size and composition of our new Year Nine cohort. The planned pattern of spending was similar to that in 2018-19, however.

We will continue to:

1. provide small group support to allow students who are underachieving to catch up and where appropriate develop study skills;
2. provide additional opportunities for students to cement their progress through twilight and holiday sessions;
3. ensure staff are able to identify and support Pupil Premium students through "Quality First Teaching";
4. ensure appropriate recording and monitoring of interventions;
5. place a particular focus on interventions in English;
6. ensure underperforming students' work in class is of a high standard and in line with teacher/school expectations.

2020-21

In 2020-21 academic year, the school will receive £92,500. We will continue to use it in the six areas identified above and give a particular focus to interventions necessitated by COVID-19. A programme to identify where each pupil is in their learning following lockdown will be complete by the end of September. Twenty-two students have been receiving targeted interventions since the first week of the autumn term.

The governing body reviewed the results of pupil premium students in 2020. This was an exceptional year in that the grades were awarded on the basis of the higher of the results awarded by a government algorithm or awarded by schools through Centre Assessed Grades. Furthermore, no results are published and no national data is being calculated. As a result, it is not possible to compare the progress made by pupil premium students with national or in previous years. However, the progress of individual pupil premium students in 2020 matched or exceeded expectation in the overwhelming majority of cases. Therefore, the governing body resolved to continue to use the funding in the areas highlighted in 2019-20.

In addition, the school has received £80 per pupil of COVID catch up funding. This is being used to provide:

- High quality, small group tuition from SP tutors across the core subjects;
- An additional part-time English teacher to work with groups and individuals;
- Some additional IT resources.

¹ Published 14/06/19: https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf