

GAA Pupil Premium Information and planned expenditure 2020-21

DRAFT

Detailed Action plan – all internal actions regardless of cost as they relate to PP also available.

The Pupil Premium

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying differences between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

The Education Funding Agency has set the following Pupil Premium rates for the 2020-21 academic year*:

- Pupils in years 7 to 11 recorded as Ever 6 FSM £935*
- Looked-after children £2300*
- Children who have ceased to be looked after by a local authority £2300*
- Pupils recorded as 'Ever 6 Service Child' £300*

*awaiting confirmation

For the 2020-21 academic year GAA is estimating IRO £550k Pupil Premium funding based on No of students eligible for PP funding, LAC or service child top up.

TBC:

Catch up funding/Covid catch up funding.

GAA participated in a full PP audit in relation to the identification, recording and claiming of PP funding in April 2019.

Deciding on our 2020-2021 Budgeted Pupil Premium Spend

At GAA, we are very much aware that there is evidence that the gap nationally between PP and non PP students is not narrowing in line with the funding being allocated when all data is considered collectively; yet in 2017-18, 18-19 and 19-20 we were able to make some impact on PP students either within subject areas, by separate measures or within years. We believe this is impact related predominantly to the improved quality of teaching and organisational culture we have established through our school improvement actions. Internal data supports our view that this impact will continue and show increasing and more consistent impact on outcomes over time – but it is not consistent yet.

To supplement this and accelerate our impact on PP students we are also aware of an ever-growing body of evidence documenting ‘best practice’ surrounding the use of Pupil Premium.

As a complication in this, we are also aware that this year there will be increased volatility in both those eligible for FSM (therefore falling into these measures) and in the awarding of external grades through 2020 and 2021, meaning external validation of impact is more complex than ever. It should also be noted that by the end of September 2020, 46% of school reported +ve CV-19 cases (resulting in closure/school disruption) were in the NW region, and any impact on continued trajectory for all students is disproportionate for PP students within the cohort. There is therefore an acute challenge.

In general terms initially: There is a growing body of evidence both within our own community and the wider education world on the use of the Pupil Premium. Therefore, for 2020-21, we have reviewed and revised the ways in which we are planning, budgeting, reviewing and then measuring the **impact** of our allocation.

Firstly, for instance we continue to access the growing body of evidence provided by the EEF:

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

Secondly, we have accessed and reviewed documents from the DfE and OFSTED:

- ‘The Pupil Premium, how schools are spending the funding successfully to maximise achievement.’ OFSTED (2013).
- ‘The Pupil Premium, how schools are using the Pupil Premium to raise achievement for disadvantaged pupils.’ OFSTED (2012).
- ‘Evaluation of Pupil Premium Research Report’, Department for Education, (July 2013).
- ‘A guide to Effective Pupil Premium Reviews by the Teaching School Council.’ (2018)

Thirdly, we increasingly compare our experiences and outcomes to other schools and evaluate our own performance for all groups of students now that our practice is becoming more secure.

Our research and reading has supported the development of principles as follows:

- We will ensure that Pupil Premium funding is spent on the target group.
- We are aware that within our target group there are a diverse range of needs – both existing and emerging.
- We will maintain high expectations of the target group. We will thoroughly analyse which pupils are under-achieving and endeavour to work out why.
- We will use evidence to allocate funding to big-impact strategies.

- We will be relentless in our pursuit of high quality teaching, not interventions to compensate for poor teaching.
- We will use achievement data to check interventions are effective and make adjustments where necessary.
- We will ensure oversight of how PP funding is being spent.
- We will ensure that teachers know which pupils are eligible for Pupil Premium.
- We will endeavour to demonstrate impact.

Local context and barriers

GAA serves a very diverse area. Our catchment covers a wide spectrum of deprivation. We serve some of the most deprived areas (when compared against national data) and also areas where deprivation is unlikely or limited. Our catchment also covers a significant cohort for whom there is deprivation, cultural poverty and/or educational poverty – but not enough to trigger PP funding. This means that the gap between PP and non PP students is not as polarised as it can be. The proportion of PP student is also such that this group (and the group “not quite PP”) is not small enough (though in 20-21 this is volatile) to be an intervention group, further supporting our strategy to promote quality first teaching/inclusive culture as our primary strategy.

With this in mind we analyse, in detail, our Pupil Premium cohort in an attempt to identify common barriers and any local issues. The nature of our cohort means that we cannot assume anything and are not always dealing with obvious or common barriers. We recognise that our Pupil Premium cohort has a diverse range of aspirations, prior attainment and levels of progress. Some of our brightest and most talented students form part of our Pupil Premium Cohort. This year we have undertaken some specific and detailed conversations with them to begin to understand common barriers – and significant diversity - as it affects them.

We have increased our capacity to identify and react on a daily basis where barriers exist – for example in attendance or where behavioural barriers are evident, or where intervention for progress is required (the latter most particularly in KS4).

We also utilise our Heads of Year, Year Managers, Heads of Faculty and Key Stage Managers to identify emerging needs and deliver interventions and support.

At the same time, historically, we have evidence that points us towards four broad barriers in the Tameside area:

(A) Family history of reduced engagement with school life such as attendance at parent consultation evenings

(B) No family history of tertiary education, or little history of educational success in general - and with this a lack of value of education in general, (or sense of education belonging to them) or of aspiration towards attending leading universities

(C) Cultural working norms that relate to the creation of traditional assumptions about futures that are limiting; eg career aspirations defined by those that surround them, (“I want to be teaching assistant” – not “I want to be a teacher”; “I want to be a builder”, not “I want to be an architect”)

(D) Limited or variable family income, or weak parental strength in managing income, resulting in non-engagement with educational visits or cultural experiences in general and reduced ability to purchase school equipment.

All of our strategies can be linked to these issues.

We are beginning to examine the location of the homes of our PP cohort - by using freely available software to map the geography of our Pupil Premium cohort we will, in 2018-19 carry out a full analysis of progress and attainment on exit as we believe there is some evidence that geographical location relates to cultural/social norms as described above, but we intend to try to establish a baseline of internal and external progress for groups overall initially as these patterns are not skewed by variations caused by in-school historic weaknesses.

2020-21 specific:

Given all the information above and the specifics of the impact as known of the pandemic and the resulting likelihood of disrupted learning we have three KEY priorities for this year:

- the access to IT for remote learning
- the access to quality CEIAG
- the need for PP attendance to be closely tracked and managed for extended impact as relates to CV-19, including online (ie, not ONLY in-school attendance matters this year especially)

Attendance:

Throughout the academic year, and all previous years with records, the attendance of those pupils eligible for the Pupil Premium fell below other students. We believe this is in part related to cultural and social norms as described above and have begun to show evidence of impact in this area but the work is labour intensive and heavily case-by-case in terms of impact as attendance is not solely about the child but about the family. We have however continued to invest in this work on the strength of the impact we measure by case study – as it will take a significantly longer period for this to be impactful consistently as a headline measure. In 2020-21 the remit of the senior leader responsible for attendance is narrow to cover only this and PP in general to ensure that the pandemic effect has full attention.

Core Targets for 2020-2021

At the heart of everything we do is quality first teaching and learning, assessment and curriculum provision. We do not want our interventions to be required to make up for anything less than that. Therefore, a significant amount of our budget is aimed at ensuring our wave 1, baseline provision is the best quality it can be.

By continuing our relentless drive to maintain and improve the quality of teaching and learning we expect to further improve the outcomes of all the students at GAA, this will be demonstrated through our 'headline' figures. We aim to identify skills gaps and address them as early as possible. Therefore, during the academic year we will improve, even more, our provision and interventions (when needed) at all stages.

However, following a review of our outcomes and progress, we have also identified the following additional targets for 2020-21.

When comparing our Pupil Premium and Non-Pupil Premium cohort there will be:

1. Improvement in progress 8 measures for all students and a narrowing of the gap between cohorts. *
2. Improvement in attainment 8 measures for all students and a narrowing of the gap between cohorts. *
3. A difference of less than 10% between disadvantaged and non-disadvantaged on the basics measure.
4. Source and evaluate the broadness of destinations and levels of future study for PP students.
6. Ensure that there is no significant difference in the engagement of PP and non-PP students as evidenced within workbooks and other QA measures in KS3
7. Ensure that no child is prevented from accessing opportunities due to their financial background.
- 8: Reduce the attendance gap between PP and non PP students to support all targets above
- 9: Ensure the gap at the key Y6-7 transition point is targeted and addressed through provision based on student need and link PP strategy to Y7 catch up strategy
- 10: Ensure additional provision is available to support PP students at key transition points in Y9 and at Y11 when making careers and futures related decisions
- 11: Incorporate the use of the Covid catch up funding in PP planning and evaluation

* This relates to the internal gap as a priority but we will also measure ourselves against national gaps for all groups.

Review and tracking process

GAA believes no single intervention provides a complete solution to the complex educational issues in any school and it is therefore important that we operate a multi-faceted approach. We feel that this offers the best opportunity for pupils to succeed. However, we do believe that one key to the narrowing of any difference in attainment is the careful and thorough monitoring and tracking of individual pupils. At GAA this is done in a routine way through our assessment cycle and in a frequent manner through our pastoral systems.

We have a relentless drive to continually improve and enhance the quality of our teaching and learning, assessment and curriculum provision and this forms the central part of our staff culture and our school improvement planning.

At a strategic level our Pupil Premium spending and impact is led by the Principal, through the AP for PP ad Attendance and actioned by every member of senior staff, monitored and challenged by the Trust. This evaluation of our provision and its impact so far, and specifically since being placed into Special Measures in 2016 has led to some specific actions already. This includes but is not limited to:

- significant structural evaluation – leading to a renewed setting system to avoid PP disadvantage being systematised - implemented for 2018-19, 2019-20 and adapted for CV-19 secure practice for 2020-21
- cultural evaluation – leading to the development of a wide range of leadership and additional opportunities that provide PP students with a method of contributing and belonging;
- and progress evaluation – leading to a Y11 intervention system that ensures PP students are accessing the resource that will close any gaps.

This document outlines our planned expenditure for PP income for 2020-2021 and the reasons for the decision to spend it in that way.

Appendix 1 provides the outcomes summary which will form part of our evaluation of practice and inform our decision making. This summary is supplemented by significant further breakdown within PP progress – eg by attendance or gender – which has guided some of the decisions more precisely. Our academy internal data is that which we collect for all years before externally validated outcomes are available and is collected 2, 4 or 5 times per year and held internally for scrutiny; it also informs our decision making.

2020-21 Pupil Premium used for: <i>(Aim)</i>	Amount allocated to the intervention / action (£)	Reason for the expenditure (eg research, national data, local context, academy outcomes or internal data)	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: ‘As a result of this action...’ If you plan to repeat this activity, what would you change to improve it next time?
To reduce disadvantage gap on entry: Eg Fn provision for “head start” and “catch up” at KS3 <i>All PP students to be supported on entry to “catch up” and overcome gaps so that they do not fall further behind their peers</i>	£120,000	Historic internal data re PP gap widening from transition through KS3 Research	Staffing of Foundation provision in Y7/8 2x full time MoS, plus proportion of 2 more, Primary, SEN and English trained; TA support where not SEND funded, leadership of the provision through TLR	Foundation provision designed to address gaps at transition and reduce barriers caused by “social” disruption to the pattern of the day from primary. (Catch up funding supports additionality here also - resources)	Foundation has a subject lead who monitors delivery, tracks progress as a HoF would. Line Managed through SENCo. Academy data cycles.	Exclusions for PP and SEN PP reduced in Y7/8 (caveat – re difficulties of comparison); attendance improved; parental engagement improved, progress improved – there is still distance to travel. Renewed. Greater impact required for WBR boys
To reduce barriers for underperforming cohorts: PP WBR boys’ KS3	£70,000	National and academy data re WBR PP boys’ outcomes	1xMoS- Mentor of KS3 WBR boys where progress slow and barriers to learning high.	To address combination of motivational and remaining academic gaps re functional literacy;	Academy data cycle, pastoral monitoring through KS3 lead and reporting as	Intended outcome: as above but for this cohort.

<p><i>All PP WBR boys to have the opportunity to buck national trends and stereotypes because of GAA provision</i></p>		<p>Academy data re WBR KS3 boys engagement and attendance</p>	<p>1 x MoS – support staff working to engage WBR boys via self esteem work – project driven.</p>	<p>to improve social skills and learning resilience before cohort 1 starts Ks4. Review – if successful, extend.</p>	<p>and when re-integration into full time mainstream learning.</p>	
<p>To improve engagement with school by promoting attendance; Eg PP PA focus 2018-19</p> <p><i>All PP students will be supported to value and engage with education at every opportunity</i></p>	<p>£50,000</p>	<p>National data, academy data linking weak attendance to PP and poor outcomes, local context, Wider research</p>	<p>Portion of senior leader (inc through backfill for other aspects of role now added to others’ remits also) Impact evident on overall attendance and gap narrowed 2020-21 – funds the EWO (full time), with greater PP focus</p>	<p>All data shows that poor attendance has greater correlation with poor outcomes than “PP status” itself, but PP students are less likely to attend well so this creates a gap. This funding re-targeted to work with PP families more specifically than simply implementing the system (now it is already in place).</p>	<p>Through senior line management routines.</p>	<p>Initially – attendance for PP students improved Long term – Outcomes for those attending at 95% are at least good; there are more PP students within this 95% + cohort.</p>

			Portion of Family Liaison Officer			
<p>To improve sense of futures “for me” and careers awareness – linked to motivation, sense that education matters etc: Eg Careers/learning relevance</p> <p><i>Destination outcomes of PP students will be aspirational. There will be a broad range of destinations that challenges stereotypes. Aspirations will not be limited by financial background.</i></p>	£25,000	Local context Insecurity around progression routes for PP students, or progression levels for PP students	<p>P/T careers advisor with PP focus – more social driven conversations designed to increase familiarity with career options</p> <p>Ongoing CPD costs for EPE launch – so career focus in all lessons to address familiarity issues for PP students in particular</p> <p>TLR for Y11 destinations</p> <p>Additional to role of assessment lead also – LM careers.</p>	<p>Research suggests PP students are less likely to be familiar with a wide range of career options as non PP students; this strategy is designed to try and replace some of the “norms” that PP students may not have experienced through home/community networks</p>	<p>Dept and central QA processes</p> <p>LM for Careers.</p>	
To address any academic gaps,	£35,000	Academy data Internal evaluation of	Saturday school, holiday provision and staff tutoring.	Where gaps exist that can be corrected by time –	Academy progress systems	Attainment AND progress gap to narrow.

<p>whatever the cause: Additional provision – academic intervention</p> <p><i>All PP students will achieve the best outcomes possible, regardless of the existence, or cause, of gaps</i></p>		<p>actions eg Curzon Ashton impact on high attainers – absence of this in subsequent year saw drop back – evidence reliably indicates it can work.</p>	<p>Proportion of high attainers intervention</p>	<p>ie, PP students whose attendance is good now but historically has not been, or final interventions for assessments as relate to Y11.</p>		
<p>To reduce/remove barriers: Eg Wider Interventions, including KS4.</p> <p><i>All PP students will reach the point where behaviour, motivation and resilience will facilitate good learning</i></p>	<p>£50,000</p>	<p>Research, internal behaviour and engagement data, progress data. Internal evaluation data linked to national research</p>	<p>Eg Jamie’s Farm, Enterprise activities through MUF, Teens and Toddlers, partnerships with outdoor pursuits providers locally</p> <p>Funding for A/P where multi-agency agreement exists</p>	<p>Re-engagement with schooling – for disengaged or those with extreme additional needs (not SEN) would mean education outcomes improve.</p>	<p>Inclusion Leader</p>	<p>Long term – outcomes</p> <p>Short term – Attendance/behaviour indicators</p>
<p>To reduce the literacy gap and its impact on</p>	<p>£50,000</p>	<p>Internal evaluation of</p>	<p>Phonics and reading age systems – for 2019</p>	<p>Reduce gaps for PP student as they exist with their</p>	<p>HoFs, IT and T&L.</p>	<p>Short term – eg reading age tests</p>

<p>learning/progress and outcomes Eg: Resource packages, wide academy literacy strategy</p> <p><i>All PP students will be fully equipped to access learning in all subjects or to access future learning post-compulsory education</i></p>		<p>gaps for PP students National research re literacy gap for PP/under-privileged students</p>	<p>Inclusion resources/careers access resources and homework licensing – research indicates homework a gap for PP students, plan for this in 2019.</p>	<p>peers, literacy notable example, but homework and careers also – resource packages designed to address this gap will be funded from 2019 (Jan licensing, IT to review)</p>	<p>Long term - outcomes</p>
<p>To ensure no missed opportunity due to circumstance: Eg Individual support; Trips, uniform, ensuring cultural/experience gap is reduced, IT access or kit. Sporting opportunity – travel to and from for example,</p>	<p>£75,000</p>	<p>National research Local context</p>	<p>Case by case; partly through data cycle – do all PP students receive an entitlement and is it/how is it relevant? Also – where progress is good (often attendance 95+) – IT access or resource might be the best answer.</p>	<p>Data cycle management, line management, RG through safeguarding /LAC and NK through inclusion.</p>	<p>Case studies will show these students reach targets.</p>

<p>revision guides or books.</p> <p><i>No child will be disadvantaged because of their background.</i></p>						
<p>To ensure key basics for progression are secure and gap narrows: Eg Additional staffing in Maths/English</p> <p><i>All PP students will be fully equipped to achieve the basic qualifications of English and Maths.</i></p>	<p>New – details TBC</p> <p>Finance TBC</p>	<p>Internal data and evaluation of impact of actions in 2019-20</p> <p>Y11 intervention plan, Curzon Ashton process?</p>	TBC	<p>Reduce the basics gap so that PP are not disadvantaged at progression to KS5</p>	LM systems	<p>Narrow gap in core – attainment AND progress, basics – to less than 10%</p>
<p>IT support (part funded by additional income) re devices and access</p>	<p>£TBC (additionality)</p>	<p>ICT survey, wider knowledge from national evidence</p>	<p>Case by case – additional devices or resources if necessary</p> <p>Staff training and facilitation platform costs</p>	<p>Ensure no access to learning gap</p>	<p>AP to track via questionnaire and Virtual Attendance Strategy (in development)</p>	

Covid Costs – TBC						
PP strat review through AforAll to guide and link.	-	-	-	-	-	-

Appendix 1:

Outcomes.

Progress 8		2019	2020
Average Total P8	Other	-0.28	0.03
	Disadvantaged	-0.82	-0.4
	Difference	0.54	0.45
Attainment 8			
Average Total Attainment 8	Other	4.3	4.66
	Disadvantaged	3.26	3.72
	Difference	1.04	0.94

“disadvantaged” – PP student

“other” – all other students