

Pupil Premium and Recovery Premium Report



Believe, Succeed, Together

November 2021

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1.0 Introduction

1.1 Pupil Premium

'Disadvantaged' pupils refers to those pupils who have been eligible for a free school meal at any point in the last six years and those who are looked after by a local authority or who have previously been looked after by a local authority.

Nationally, at the end of KS4, 26.4% of pupils were recorded as 'disadvantaged' in 2020-21, compared with 26.0% in 2019-20 and 26.5% in 2018-19.

Nationally, at the end of KS4, disadvantaged pupils were over 18.1 months (of learning) behind their peers and the disadvantaged gap index widened to 3.79 in 2020-21, compared with 3.66 in 2019-20 and 3.70 in 2018-19 - [Key Stage 4 National Statistics](#).

To address the inequality in educational outcomes of disadvantaged pupils compared to their peers, the Government has, since 2011, allocated additional funding to schools. Full details on the funding arrangements can be found in the DfE guidance [Pupil Premium](#) and is summarised below.

Category	Description	Grant
Pupil Premium	Pupils in Year 7-11 recorded as Ever 6 FSM	£955
Pupil Premium Plus	Looked after children (LAC) and previously looked after children (PLAC)	£2,345

The Service Premium is not part of the Pupil Premium. This funding is to help with pastoral support.

Category	Description	Grant
Service Premium	Pupils in Year 7-11 recorded as Ever 6 Service Child i.e. parent is serving in HM Forces or has retired on a pension from the Ministry of Defence	£310

1.2 Recovery Premium

In June 2020, the Government announced a [Catch-Up Fund](#) of £1 billion divided into two parts:

- A one-off universal £650 million catch-up premium for the 2020-21 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.
- A £350 million National Tutoring Programme to provide additional, targeted support for those pupils who need the most help.

Full details on eligibility, funding allocation, payments and use of the funds can be found in the DfE guidance [Covid-19 Catch-up Premium](#)

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [Support Guide for Schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

In September 2021, the DfE published [School-Led Tutoring](#) guidance which provides additional information on how the National Tutoring Programme should operate in 2021-22. Schools can access three tutoring routes as part of the National Tutoring Programme – Tuition Partners; Academic Mentors; and School-Led Tutoring.

During 2021-22, the Academy will prioritise Route 3 - School-Led Tutoring - which will principally involve using teachers and tutors. Funding is allocated for around 60% of pupils eligible for the Pupil Premium Grant (PPG). 75% of the cost is subsidised in academic year 2021/22 and schools are expected to fund the remaining 25% through other budgets e.g. Recovery Premium or PPG. The subsidy rate for 2022/23 will be 60% and for 2023/24 will be 25%.

2.0 Overview

2.1 Academy

Detail	Information
Number of pupils on roll	1100
Number of pupils eligible for pupil premium funding	233
Proportion of pupils eligible for pupil premium funding	21.0%
Academic years that the current pupil premium strategy covers	2021-2022 to 2024-2025
Date the pupil premium strategy was published	September 2021
Date on which it will be reviewed	July 2022
Pupil Premium Lead	Assistant Principal, Mr. C. Cartlidge
Trustee Lead	Chair, Mrs. A. Fethi

2.2 Funding

Detail	Amount
Pupil premium funding allocation for the current academic year	£222,515
Recovery premium funding allocation the current academic year	£28,420
Pupil premium and/or recovery premium funding carried forward from previous years	£43,000
Total budget for the current academic year	£293,935

3.0 Pupil Premium Strategy Plan

3.1 Statement of Intent

The Academy's intention is to reduce (and eventually remove) the inequality in educational outcomes of disadvantaged pupils compared to their non-disadvantaged peers.

Maximising the potential of disadvantaged pupils will involve the following graded approach:

- Identifying the controllable challenges.
- Identifying the pupils (and their needs).
- Implementing appropriate programmes and interventions.
- Managing the process in a sustainable way.

Achieving good educational outcomes across the curriculum, particularly in EBacc subjects, is at the heart of the Academy's strategy - [Curriculum Policy](#). This will be achieved through the following:

- Teaching - high-quality teaching is proven to have the greatest impact.
- Targeted academic intervention - School-Led Tutoring for pupils whose education has been affected the worst.
- Wider strategies – e.g. those related to attendance, behaviour, wellbeing and aspiration.

3.2 Challenges

Challenge	Category	Description
1	Attainment and Progress	The % of disadvantaged pupils meeting or exceeding their FFT Forecast Grade is lower than their non-disadvantaged peers. The % of disadvantaged pupils achieving >NA +sig in the key performance measures (Basics, EBacc APS, A8 and P8) is lower than their non-disadvantaged peers.
2	Teaching and Learning	The loss of face-to-face learning through school closures led to greater inequality gaps between disadvantaged pupils and their non-disadvantaged peers. Lower attaining disadvantaged pupils generally lack effective self-regulation strategies when faced with challenging tasks, particularly in the monitoring and evaluation of their answers. Lower attaining disadvantaged pupils generally require greater individualised instruction and feedback.
3	Attendance	The attendance of disadvantaged pupils is lower than their non-disadvantaged peers and lower than the NA for all pupils. The persistent absence of disadvantaged pupils is higher than their non-disadvantaged peers and higher than the NA for all pupils.
4	Behaviour	Disadvantaged pupils are generally more predisposed to engaging in misconduct due to the combined effect of inadequate parenting models, poor support networks and the influence of negative social groups.
5	Wellbeing	Disadvantaged pupils are generally more predisposed to low self-esteem, anxiety and depression. The number of referrals to Children's Social Care, relative to the size of the pupil group level, are generally higher for disadvantaged pupils.
6	Aspirations	Disadvantaged pupils generally have lower aspirations due to intergenerational underachievement and issues relating to self-confidence and self-esteem.

3.3 Intended Outcomes

Category	Success Criteria
Attainment and Progress	<p>The % of disadvantaged pupils meeting or exceeding their FFT Forecast Grade to ~>70%.</p> <p>The % of disadvantaged pupils achieving the key performance measures (Basics, EBacc APS, A8 and P8) ~>NA for this particular pupil group and ~>NA for all pupils.</p>
Teaching and Learning	<p>Disadvantaged pupils develop effective strategies in self-regulation, and receive regular individualised instruction and feedback, reflected in their attainment and progress.</p> <p>Scrutiny of disadvantaged pupils' work, and observations of behaviour for learning, indicate a high level of pride and engagement, reflected in their attainment and progress.</p>
Attendance	<p>The attendance of disadvantaged pupils is ~> the NA for this particular pupil group and ~> the NA for all pupils.</p> <p>The persistence absence of disadvantaged pupils so it is ~< the NA for this particular pupil group and ~< the NA for all pupils.</p>
Behaviour	<p>The number of fixed term exclusions as a % of disadvantaged pupils is ~< the NA for this particular pupil group and ~< the NA for all pupils.</p>
Wellbeing	<p>Disadvantaged pupils show high levels of participation and engagement in extracurricular and enrichment activities.</p> <p>Disadvantaged pupils show high levels of wellbeing, supported by an analysis of qualitative data acquired through Student Voice, parent and pupil surveys and teacher observations.</p>
Aspirations	<p>The % of disadvantaged pupils in education, employment or training at the end of KS4 is ~> the NA for this particular pupil group and ~> the NA for all pupils.</p> <p>Disadvantaged pupils show high levels of aspiration, supported by an analysis of qualitative data acquired through CEAIG activities, Student Voice, parent and pupil surveys and teacher observations.</p>

3.4 Activities

Category/Budget	Challenge	Activity	Supporting Evidence
Teaching and Learning (£230,000)	1, 2, 4, 6	Promote and reinforce an ethos and culture of high achievement for all.	British Educational Research - Students' Aspirations, Expectations and School Achievement: What Really Matters . Pupils with either high aspirations or high expectations have higher school achievement than those with both low aspirations and low expectations. Moreover, complete alignment between high aspirations, high expectations and high achievement is the most important predictor of future educational behaviour.
	1, 2	Undertake CAT4 tests to diagnose the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions.	The CAT4 is similar to an IQ test and gives a snapshot of a pupil's potential, more so than traditional, curriculum-based tests. It identifies learning preferences and helps teachers to see which pupils will need assistance and support, as well as those who need to be challenged.
	1, 2, 4	Implement an Education Recovery Curriculum . Prioritise teaching missed content that will allow pupils to make sense of later work in the curriculum, including key knowledge, skills, vocabulary, concepts and the links between concepts.	IFS - Lost Learning . By the time the pandemic is over, most children across the UK will have missed over 7 months of normal, in-person schooling i.e. 5% of their entire time in school. To address identified 'learning gaps' and expedite progress, subject content and sequencing should be reorganised.
	1, 2, 4	Improve literacy in all subject areas in line with recommendations in EEF Improving Literacy in Secondary Schools	Reading comprehension, vocabulary and other literacy skills are strongly linked with attainment in Maths and English - Closing the Word Gap - and disciplinary literacy is vital for pupils as they learn new, more complex concepts - Improving Literacy in Secondary Schools .
	1, 2, 4, 5	Appoint and assign the highest performing teaching practitioners to groups with disadvantaged pupils.	EEF - Impact of High-Quality Teaching and Sutton Trust - Impact of Teachers on Pupil Achievement . The best available evidence indicates that high-quality teaching is the most important lever schools have to improve pupil attainment and progress, especially for pupils from disadvantaged backgrounds.

Category/Budget	Challenge	Activity	Supporting Evidence
Teaching and Learning (£230,000)	1, 2	Organise specific CPD for teaching staff to develop and strengthen self-regulation , individualised instruction and feedback .	EEF Evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. The impact on progress over the school year is - self-regulation (+7 months); individualised instruction (+4 months) and feedback (+6 months).
	1, 2, 4	Where practicable, create smaller sets in English and Mathematics of between 10-15 pupils.	EEF Reducing Class Sizes . Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently e.g. higher quality interactions arising from increased flexibility for organising learning and the quality and quantity of feedback the pupils receive. The impact on progress is +2 months.
	1, 2, 4, 5	Implement Route 3 - School-Led Tutoring – as part of the National Tutoring Programme, by deploying specialist English and Mathematics tutors to work with pupils on an individual and small group basis.	EEF - Small Group Tuition . Some pupils require additional support (alongside high-quality teaching) which is explicitly linked with normal lessons. The impact on progress over the school year is +5 months.
	1, 2, 4, 5	Organise specific CPD Learning Support Assistants and Initial Teacher Trainees through School-Led Tutor Training	EEF Teaching Assistant Interventions . Targeted deployment, where Learning Support Assistants are trained to deliver an intervention to small groups or individuals, can have an impact on progress of +4 months.
	1, 2	Extend school time by creating a Period 6 for pupils in Year 11 to increase learning time, particularly in EBacc subjects.	EEF - Extending School Time . Programmes that extend school time have a positive impact on progress (+3 months).
	1, 2	Purchase educational resources to support learning and progress e.g. textbooks, online subscriptions, laptops and music lessons.	Relationship Between School Resources and Attainment Resources have a small but significant impact on pupil attainment and the gain in attainment from additional resources is greater for disadvantaged pupils.

Category/Budget	Challenge	Activity	Supporting Evidence
Attendance (£25,935)	3	<p>Introduce a catch up programme as detailed in section 1.3 of the Academy's Attendance Policy</p> <p>Embed the principles of good practice set out in DfE's Improving School Attendance guidance.</p> <p>Commission the Local Authority Attendance Service to specific cases to support improvements in attendance.</p>	Good Practice Advice for Attendance . The DfE guidance has been informed by established practice that has significantly reduced persistent absence levels and improved overall attendance.

Category/Budget	Challenge	Activity	Supporting Evidence
Aspiration and Wellbeing (£35,000)	3, 4, 5, 6	Offer a wide range of high-quality extracurricular and enrichment activities to boost wellbeing, behaviour, attendance and aspiration, and track and monitor through PAT Engagement.	<p>PHE Report - The Link Between Pupil Health and Wellbeing and Attainment. The key findings from this report include: pupils with better health and wellbeing are more likely to achieve better academically; effective social and emotional competencies are associated with greater health and wellbeing and better achievement; the culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn; and a positive association exists between academic attainment and physical activity levels of pupils.</p> <p>Promoting physical and mental health creates a virtuous circle reinforcing children's attainment and achievement that in turn improves their wellbeing, enabling children to thrive and achieve their full potential.</p>
	3, 4, 5, 6	<p>Organise training for Mental Health Leads through the Wellbeing for Education Recovery Programme</p> <p>Utilise support from the local Mental Health Support Team.</p> <p>Provide additional access to the in-house BACP Counselling Service and external service.</p>	
	6	Organise specific CEAIG activities for disadvantaged pupils e.g. additional Connexions meetings (and at an earlier point in KS3); university visits; FE visits and 'tasters'; and involvement in The Brilliant Club.	

Category/Budget	Challenge	Activity	Supporting Evidence
Contingency (£3,000)	1,2,3,4, 5,6	Retain a certain level of funds for contingency-related to activities that allow the Academy to respond quickly to needs that have not yet been identified.	The allocation of contingency funds is established practice in budgetary planning.

4.0 Review of the Outcomes of the Pupil Premium Strategy 2020-21

4.1 Attainment and Progress

4.10 Disadvantaged Pupils' Performance in EBacc Subjects – Attainment (Grade 4+)

Year Group	% Attaining Grade 4 or Above					
	English	Maths	Science	History	Geography	French
7	81%	68%	73%	83%	61%	59%
8	83%	70%	71%	86%	64%	61%
9	92%	72%	70%	92%	60%	62%
10	92%	79%	77%	93%	68%	69%
11	93%	89%	84%	88%	83%	59%

4.11 Disadvantaged Pupils' Performance in EBacc Subjects – Progress (Measured Against FFT Forecast Grades)

Year Group	% Meeting or Exceeding FFT Forecast Grade*					
	English	Maths	Science	History	Geography	French
7	79%	60%	60%	71%	52%	51%
8	86%	64%	60%	74%	57%	60%
9	82%	62%	62%	69%	52%	56%
10	75%	76%	70%	64%	60%	56%
11	84%	86%	83%	79%	61%	50%

*The Forecast Grade is derived from FFT Type D Rank 20.

In terms of attainment, the broad trend in the % of disadvantaged pupils achieving a grade 4+, was an incremental increase from Year 7-11.

In terms of progress, the broad trend in the % of disadvantaged pupils meeting or exceeding their FFT Forecast Grade, was 60%+, and an incremental increase from Year 7-11. The educational disruption associated with national school closures across the academic years 2019-20 and 2020-21, notwithstanding the provision of high-quality remote education, undoubtedly affected the Academy's ability (across all subjects) to meet its target of ~>70% of disadvantaged pupils meeting or exceeding their FFT Forecast Grade.

4.12 Disadvantaged Pupils' Performance - Year 11 (Standard Pass)

	2021	National Average for Disadvantaged Pupils	Performance Differential
9-4 in English	93%	59%	+34%
9-4 in Maths	89%	51%	+38%
9-4 in English and Maths	86%	45%	+41%
EBacc APS	4.88	3.07	+1.81
Attainment 8 (A8)	53.48	36.73	+16.75
Progress 8 (P8)	0.67	-0.44	+1.01

In 2021, all measures recorded a positive differential when compared to the NA for disadvantaged pupils.

4.13 Disadvantaged Pupils' Performance - Year 11 (Strong Pass)

	2021	National Average for Disadvantaged Pupils	Performance Differential
9-5 in English	86%	42%	+44%
9-5 in Maths	75%	30%	+45%
9-5 in English and Maths	70%	25%	+45%
EBacc APS	4.88	3.07	+1.81
Attainment 8 (A8)	53.48	36.73	+16.75
Progress 8 (P8)	0.67	-0.44	+1.01

In 2021, all measures recorded a positive differential when compared to the NA for disadvantaged pupils.

4.14 Disadvantaged Pupils' Performance – Year 11 (Subjects)

	2019		2020		2021	
	National	Academy	National	Academy	National	Academy
Art	75%	50%	86%	75%	86%	83%
Business Studies	65%	83%	80%	86%	80%	100%
Citizenship	65%	65%	80%	83%	80%	84%
Computer Science	61%	75%	75%	-	75%	-
Drama	74%	80%	86%	86%	86%	75%
English Literature	74%	69%	79%	85%	79%	93%
English Language	70%	56%	71%	85%	71%	91%
French	70%	37%	82%	58%	82%	59%
Food Preparation	63%	33%	78%	67%	78%	67%
Geography	65%	36%	75%	68%	75%	83%
Graphics	62%	33%	79%	86%	79%	71%
History	64%	65%	74%	88%	74%	88%
ICT	67%	67%	67%	-	67%	80%
Mathematics	71%	78%	67%	90%	67%	89%
Music	75%	75%	89%	75%	89%	100%
Physical Education	70%	70%	87%	90%	87%	93%
Double Science	55%	44%	64%	73%	64%	84%
Statistics	72%	83%	83%	100%	83%	93%
Sociology	-	-	-	-	78%	83%
% subjects ~> national		61%		69%		72%

From 2018-2021, disadvantaged pupils' performance when compared to the NA for **all** pupils, exceeded the NA in over 60% of subjects. Further, this has increased year-on-year and exceeded 70% in 2021.

*A statistical significance test could not be applied to the data above. In this instance, green indicates that the data was equivalent to or greater than (~>) the national average for **all** pupils.

4.2 Attendance

4.20 Disadvantaged Pupils' Attendance

Pupil Group	2018-19			2019-20			2020-21		
	Academy	National	Variance	Academy	National	Variance	Academy	National	Variance
All Pupils	96.0	94.5	+1.5	96.1	94.5	+1.6	94.6	94.5	+0.1
Disadvantaged	93.2	91.9	+1.3	93.4	91.9	+1.5	91.8	91.9	-0.1

From 2018-2020, the attendance of disadvantaged pupils was consistently above the NA for this group and broadly in line with the NA for all pupils. In 2020-21, due to the Covid-19 pandemic, attendance decreased to marginally below the NA, although it should be noted that the NA figure used is the pre-pandemic figure and thus likely to be much lower.

4.21 Disadvantaged Pupils' Persistent Absence

Pupil Group	2018-19			2019-20			2020-21		
	Academy	National	Variance	Academy	National	Variance	Academy	National	Variance
All Pupils	7.9	13.9	-6.0	7.5	13.9	-6.4	15.2	13.9	-1.3
Disadvantaged	16.8	24.6	-7.8	15.0	24.6	-9.6	27.0	24.6	-2.4

From 2018-2020, persistent absence among disadvantaged pupils was consistently below the NA for this group. In 2020-21, due to the Covid-19 pandemic, persistent absence increased to above the NA, although it should be noted that the NA figure used is the pre-pandemic figure and thus likely to be much higher.

4.3 Exclusions

4.30 Disadvantaged Pupils' Fixed Term Exclusions

Pupil Group	2018-19			2019-20			2020-21		
	Academy	National	Variance	Academy	National	Variance	Academy	National	Variance
All Pupils	5.4	9.4	-4.0	3.0	9.4	-6.4	3.0	9.4	-6.4
Disadvantaged	12.2	23.0	-10.8	8.6	23.0	-14.4	6.8	23.0	-16.2

From 2018-2021, fixed term exclusions among disadvantaged pupils was consistently below the NA for this group. Further, the negative variance against the NA has increased year-on-year.

4.4 Other

4.40 Eastwood Scholars Programme – The Brilliant Club

The Scholars Programme has been used at the Academy to target disadvantaged high prior attainers as evidence shows that these pupils are especially at risk of underachievement nationally. As a supra-curricular intervention, assessed at a level above a pupil's current key stage, The Scholars Programme develops pupils' cultural capital and readiness for the next stage of their education.

On the Scholars Programme for 2020-21, 4 pupils were eligible for the Pupil Premium Grant. Their average attendance was 100%, which means they received 28 hours of online tutoring from a PhD researcher. Of these pupils, 3 received a 2:1, indicating that they are performing very well at the key stage above their current level.

4.41 CEAIG

Disadvantaged pupils across all year groups were prioritised in terms of receiving external CEAIG through Connexions, including, where requested and/or appropriate, additional follow up advice or meetings.

Prior to leaving, pupils completed an e-survey of their **intended** destination. All 44 disadvantaged pupils in the 2021 cohort were recorded as being in employment, education or training. This will be checked in October 2021 and March 2022.