

PPG Report for 2019/20

Objectives of Pupil Premium Spending

Our key objective in using the Pupil Premium Grant is to narrow the gap in attainment and progress between pupil groups. Through targeted interventions we are working to eliminate barriers to learning and progress. Many of our disadvantaged children start the Academy with lower than average attainment on entry compared to non-disadvantaged pupils. Our aim is to ensure that they make accelerated progress to reach age related expectations as they move through the Academy.

The spending and the impact of strategies are evaluated termly. A range of strategies have been put in place to improve the behaviour, engagement, progress and attendance of disadvantaged students. The impact can be seen in the review of expenditure for 2019/20 and the progress/attainment for the same period.

Clearly measures due to Covid-19 have meant that some spending has had to be changed during the year and all results are non-examination.

2019/20	Year 7		Year 8		Year 9		Year 10		Year 11	
	PPG (KS2 Aps)	Non-PPG (KS2 ASP)								
All Pupils	100.2	102.4	101.0	103.1	98.4	102.5	98.1	99.5	26.7	27.0
Boys	100.1	101.5	100.3	103.4	97.9	102.1	97.5	100.1	26.4	26.2
Girls	100.3	103.4	101.7	102.6	98.9	103.0	98.5	99.3	26.9	28.0
Low Attainers	90.7	89.8	90.2	91.3	89.6	94	90.3	90.6	18.4	21.0
Middle Attainers	101.2	101.2	101.5	102.2	100.3	101.0	100.0	101.2	27.1	27.5
High Attainers	109.4	110.6	109.8	108.9	108.5	109.9	109.4	109.6	32.2	31.6
SEN Support	94.5	98.1	96.5	97.1	90.9	96.0	93.7	97.6	22.4	21.7
SEN EHC Plan	N/A	80.0	80.5	N/A	0.00	N/A	96.5	85.0	N/A	N/A
No SEN	101.5	103.3	102.1	103.8	101.3	103.1	99.1	100.0	28.0	27.7
English First Language	100.1	102.2	101.1	103.8	98.8	102.8	98.8	100.1	25.9	27.4
English Additional Language	101.4	103.3	101.6	99.8	93.3	101.1	89.2	97.1	26.7	24.7

Outline of PPG Spending by item for the academic year 2019/20

Review of spending will result in 3 outcomes for each initiative.

Activity will continue without modification

Activity will continue in a modified form

Activity will stop and spending used on a better VfM option

Item / Project	Objective	Impact and commentary	Status	Cost	Sutton Trust
Curriculum Trips	Enhance life chances and learning experience for PPG students	All students able to access curriculum trips, regardless of circumstances. All students regardless of background, able to gain experience of higher education/employment opportunities therefore raising aspirations. For many students, current covid-19 restrictions have limited their opportunities outside of the local area and reinstating external visits is a priority. Majority of funded trips happened prior to 'lockdown'.	Continuing: Increase support available and initiate contact with PPG parents Clearly will depend on guidelines related to Covid-19	£4930	<ul style="list-style-type: none"> Outdoor adventure and learning +2
Director support (Delta)	DELTA subject directors in science, English, maths, humanities and French work with targeted pupil premium students. This continued support enabled us to also set up smaller classes in Year 11 and provide additional intervention sessions.	Smaller groups set up with a key focus on tackling underachievement, particularly with PPG students. Students who had completed other courses could be placed in small intervention groups. Directors provided high quality resources that could be used by school staff in their intervention lessons. Directors also provided most of the material for online learning for students during 'lockdown'.	Continuing: Directors will be allocated from Delta	£43860	<ul style="list-style-type: none"> Individualised instruction +3 One to one tuition research +5 Extending school time research +2
One to One Tuition (E&M)	One to One tutors in place to increase capacity for additional intervention.	Highly effective small group/individual work taking place targeting area identified by exam QLA One to One tutors were paid over 'lockdown'.	Continuing	£24120	<ul style="list-style-type: none"> One to one tuition research +5
Music lessons	All PPG that take music have opportunity to improve basic skills. Enhance life chances and experience for PP students	PPG music results showed that 66.7% of disadvantaged students achieved a level 4 equivalent grade compared to 87.5% of non-disadvantaged. Previous year had seen the gap closed and historically there would have been a focus on disadvantaged students improving their unit marks in the final months of the year.	Continuing: Supports aspiration, cultural provision, improved progress and attainment	£1780	<ul style="list-style-type: none"> Arts participation research +2 One to one tuition research +5 Extending school time research +2
Literacy DEEP role	Literacy initiatives were taken up in a piecemeal way and were not driven to the point of need. This coordination role's focus is to engage PP students in literacy and reading and track their progress.	Low ability PPG students had an increase in their reading ages through multiple strategies including Accelerated Reader and Lexia by +0.5 months but later testing did not take place due to school closure.	Continuing	£1100	<ul style="list-style-type: none"> Reading comprehension strategies research +6
Use of TAs to support PPG progress and attainment	Attainment gaps to narrow. Progress 8 and attainment 8 gap	TAs were allocated to subject areas and directed by HoD as to where they could be most effective. Key consideration was supporting disadvantaged students. All TAs paid during 'lockdown'. Progress 8 gap widened Disadvantaged +0.02 non-disadvantaged +1.14	Continuing but TAs assigned to year group bubbles until restrictions can be lifted.	£81090	<ul style="list-style-type: none"> Small group tuition research +4 One to one tuition research +5 Extending school time research +2
LRC Manager appointed to improve literacy support	Increased focus on literacy with all students but in particular PP	LRC set up and up and running. Books on library system and available to be loaned so that all students can have access to reading books in line with school policy. LRC manager to oversee PP student reading groups when restrictions allow.	Continuing but with increased opening and students also being timetabled on a regular basis in the LRC.	£6324	<ul style="list-style-type: none"> Reading comprehension strategies research +6

Accelerated reader and Lexia	There are a notable number of students significantly below chronological reading age. Of these the percentage of PP is relatively high and will need addressing.	With appointment of DEEP role for literacy and LRC manager, all year 7 and 8 pupils are now set up on AR and it now has a much higher profile. New books purchased and new software installed in library to assist with lending. Kindles available for testing on AR by all KS3 tutors. Lexia software available to weakest KS3 readers.	Continuing: This will be now be driven forward and its use expanded.	£7254	• Reading comprehension strategies research +6
GCSE Practical cooking/food needs	Support PP regarding engagement within practical lessons to support progress and narrowing the gap for GCSE pupils	All pupils achieved at or above predicted grades in coursework element. Overall, disadvantaged pupils had progress score of -0.92 compared to +1.38 for non-disadvantaged. Previous year had seen the gap closed and historically there would have been a focus on disadvantaged students improving their unit marks in the final months of the year.	Continuing but modified: Other subject area will be added to this initiative e.g. Art, Design Technology	£1750	• Arts participation research +2
Uniform for Year 7 and selected other students	Improve pupils' integration into the academy and ensure they comply to academy expectations	Pupils have a settled start to year 7 and number of consequences given for uniform infringements is reduced compared with 2018/9. With the change to the new Delta uniform, the school has also purchased uniform for some PP students experiencing difficulties.	Continuing	£4724	• n/a
Uniform stock for student reception	Students are given uniform and/or equipment to ensure no time is wasted addressing these issues	Number of sanctions that result from lack of, or incorrect uniform is reduced when compared with 2017/8 and 2018/2019	Continuing	£785	• n/a
Revision guides	Revision guides given to all disadvantaged pupils in the preparation for terminal examination	A survey of the pupils showed this was an effective method to promote work at home. It was rolled out far earlier in the year than previously to maximise impact. Unfortunately, no exams were sat this year.	Continuing	£2432	• Homework research +5
Hegarty Maths subscription	PPG pupils' access to Hegarty maths will deliver learning and provide bespoke targeted interventions on the school site and at home	Numbers of hours completed on Hegarty show a clear rise in pupil attainment and progress. Gap closed before school closure. Lockdown reopened the gap.	Continuing	£620	• Digital technology research +4
Transport post revision sessions.	Transport provided to selected PPG students that traditionally find returning home time consuming or deemed unsafe by parent	Numbers of pupils stopping at post school sessions increased from 2018/9 levels. 'Lockdown' had a major impact and curtailed use of minibuses. Cost of buses was ongoing but reduction in staffing costs (casual staff)	Continuing this year when restrictions are amended. Initially running on service at 3.30 but later in year, adding second at 4.30	£3048	• Extending school time research +2
Rewards programme for attending intervention	Record cards issued to students to be signed after attendance at any revision session.	Hugely popular, particularly with PP students. Rewards given as vouchers on results day.	Continuing next year.	£1456	• Extending school time research +2
Staff costs for out of hours revision	Increased progress and attainment across KS4 through holiday revision workshops aimed at targeted cohort eligible for pupil premium	A wide range of revision sessions were held and started much earlier in the year. However, clearly there were none after 20/3/20	Continuing subject to Covid-19 guidance and may need to be online initially	£2050	• Summer schools research +2 • Extending school time research +2
Food and rewards for students attending additional sessions and prizes for home learning.	Feeding students has a positive increase on attendance especially at the weekend or during the holidays, particularly PP	By providing food we have helped to make attendance at enrichment sessions accessible to many more students. All students in school during 'lockdown' (Key workers, vulnerables and Year 10) were provided with free meals. Food parcels also provided for those most in need. Amazon vouchers used as rewards throughout school year and increased during lockdown.	Continuing	£4872	• Summer schools research +2 • Extending school time research +2

Paper resources, assessments and 'summer learning' booklets during lockdown	Providing printed materials during lockdown for students without suitable IT access (predominantly PP students).	Packs printed and available for collection during lockdown. Assessment packs and Summer learning packs sent to all students through post.	Hopefully not required again in 2020/21	£1912	<ul style="list-style-type: none"> Extending school time research +2
Provision of IT equipment for PP students to use during 'lockdown'	Number of students were unable to access online resources due to lack of suitable ICT equipment at home.	Number of devices purchased and others repurposed (time cost) so they could be loaned out to students.	Continuing and hopefully adding to our stock	£1232	<ul style="list-style-type: none"> Digital technology research +4
Alternative provision/PRU support	Application for commissioned places for pupils allowing access to local authority alternative provision. This is to ensure students are engaged in learning in a provision that meets their needs, and to ensure academic outcomes and post 16 pathways. Students have identified key workers who monitor engagement and progress.	A number of students had Alternative Provision in place. This prevented the permanent exclusion of 7 PPG students. 4 PPG students also had placements at the Hub to reduce the risk of permanent exclusion.	Continuing but modified: Further work will be completed on managed moves. A wider range of partners will be sought.	£50000	<ul style="list-style-type: none"> Social and emotional learning +4
Appointment of PLC Manager	Students who are struggling to access the mainstream curriculum in KS4 can now be taught in the PLC and remain in school.	A high number of the students in the PLC are PP and have managed to accelerate their progress through targeted small group work. Behavioural issues are addressed as well as social/emotional needs. Additional TAs used to increase capabilities. Reduction in exclusions.	Continuing	£34170	<ul style="list-style-type: none"> Small group tuition research +4 Social and emotional learning +4 Behaviour intervention +3
The Bridge	This is an area for KS3 students who are struggling with our mainstream provision and require additional support with their learning due to SEND, behavioural, health or other external issues.	Large proportion of these students are PP. This provision has enabled them to remain in or reintegrate back into school. Staff also offer a counselling service	Continuing	£36720	<ul style="list-style-type: none"> Small group tuition research +4 Social and emotional learning +4 Behaviour intervention +3 Reading comprehension strategies +6

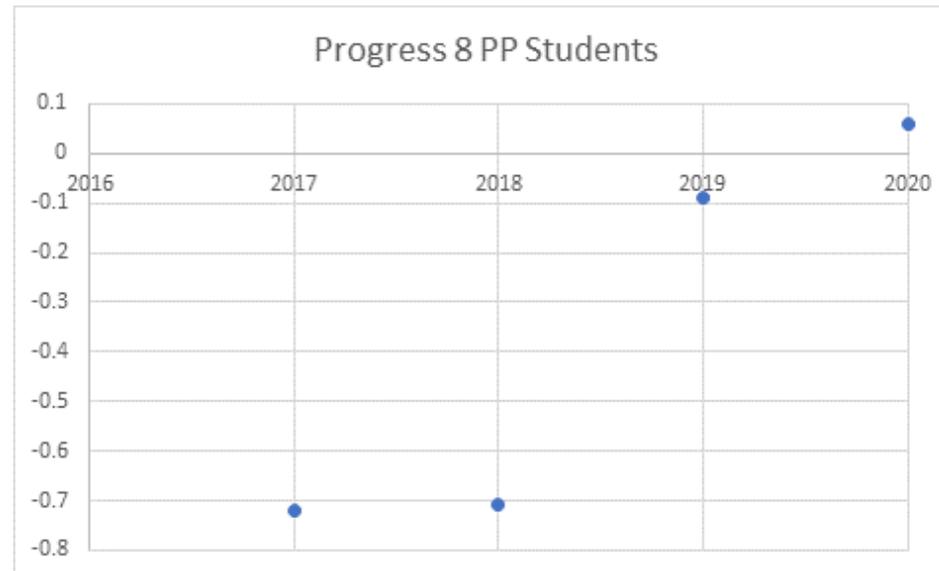
Monitoring Pupil Premium Funding Thorough analysis of student data and knowing our students helps us to identify where support or intervention is required. A range of evidence and data is collated and used:

- Attendance data – daily, weekly, half termly and annually – is analysed by the Academy Attendance Officer.
- Assessment data is collected formally at least 3 times per year and collated. This is then available for all staff to use to plan lessons and further interim assessments.
- Lesson Observations and Learning Walks are recorded on and discussions take place regarding the progress of students, including pupil premium. All seating plans used in classrooms indicate who the pupil premium students are and where they are seated to ensure maximum progress.
- Inclusion data is used by Pastoral staff to monitor behaviour, including monitoring pupil premium students so that appropriate interventions can be planned.
- Exclusion data is analysed to enable the Pastoral Team to monitor patterns and provide appropriate interventions to try to prevent these.
- Students are regularly tested throughout the year to monitor students' progress in reading. Small group work or individual intervention is then provided to 'boost' student progress.
- The Pass Survey has been conducted with years 7 – 10 to provide a picture of the perceptions of students about themselves and the academy.

Total PPG Catch Up Funding Expenditure	£316 229
Total PPG Catch Up Funding Received	£265 540
Additional academy funding	£50 689

Summary information					
School	Goole Academy				
Academic Year	2019/20	Total PP budget	£265 540	Date for next internal review of this strategy	September 2021
Total number of pupils	907	Number of pupils eligible for PP	284		

Key Indicators (most recent Year 11)	Pupils eligible for PP (Previous year)	Unvalidated Pupils not eligible for PP (Previous year)
Key Stage 2 Fine Point Level (Cohort size)	4.5 (51)	4.5 (99)
% Attaining 9-5 in English and Maths (National benchmark 43%)	31% (↓ 4.6%)	50% (↑ 6.0%)
% Attaining 9-4 in English and Maths (National benchmark 64%)	51% (↑ 3.4%)	71% (↑ 4.8%)
Progress 8 score average	+0.02 (↑ 0.11)	+1.14 (↑ 0.44)
Progress 8 English	+0.34 (↑ 0.22)	+1.20 (↑ 0.35)
Progress 8 Maths	-0.10 (↑ 0.16)	+0.71 (↑ 0.48)
Progress 8 English Bacculaureate Slots	-0.25 (↑ 0.13)	+0.90 (↑ 0.57)
Progress 8 Open Slots	+0.15 (↓ 0.12)	+1.29 (↑ 0.33)
Progress 8 score average for Higher Ability Pupils	+0.17 (↑ 0.37)	+0.84 (↑ 0.55)
Attainment 8 score average	40.25 (↑ 1.34)	51.18 (↑ 1.29)
% Entering the English Bacculaureate	10% (↓ 2%)	18% (↓ 2%)



Attendance Data	2019/20		2018/19	
	PP	Not PP	PP	Not PP
Attendance	90.6% (National 91.9%)	94.7% (National 95.5%)	90.5% (National 91.9%)	95.6% (National 95.5%)
PAs (>10% absence)	27.7% (National 24.6%)	12.4% (National 9.3%)	27.6% (National 24.6%)	9.6% (National 9.3%)

Behaviour Data (up to 20 th March)	2019/20		2018/19	
	PP	Not PP	PP	Not PP
No. of FTE	195	122	385	103
No. of PEx	0	2	6	0
FTE No. of days	316.5	198.5	522.5	107
FTE No. of 5+ days	21	16	33	5

Priorities for 2019/20		
	Desired outcomes and how they will be measured	Success criteria
A	Outcomes for PPG students	
	Disadvantaged pupils achieve positive progress 8 figure	Disadvantaged pupils progress 8 score is positive (National -0.44) Achieved +0.02 so 0.46 better than national figures
	The gap between the percentage of students eligible for PP and other pupils achieving at least a grade 4 in English and mathematics, and at least a grade 5 in English and mathematics (the basics) to narrow by the end of KS4.	To narrow the gap between the percentage of disadvantaged and other pupils achieving at least a Grade 4 in English and maths from -18% (48% compared with 66%) in 2019. In 2020 gap remained similar (51% compared with 71%) To narrow the gap between the percentage of disadvantaged and other pupils achieving at least a Grade 5 in English and maths from -8% (36% compared with 44%) in 2018/9 In 2020 gap now 19% (31% compared with 50%)
	Improve the progress made by high ability students eligible for PP.	Pupils that are identified as high ability given their KS2 prior attainment, make improved progress in 2019). all baskets, so that the progress 8 value improves per pupil from -0.20 (in 2019) In 2020 score is now +0.17
	Improve the progress made by students eligible for PP in EBAC subjects	Disadvantaged students make improved progress in EBAC subjects, so that the progress 8 value improves to a positive value (-0.38 in 2019). In 2020 score is now -0.25 (an improvement of 0.13)
	Improve the progress made by students eligible for PP in open subjects	Disadvantaged students make improved progress in open subjects, so that the progress 8 value improves (+0.17 in 2019). In 2020 score is now -0.25
B	Leadership and management of PPG students	
	Improve financial management of PPG fund to ensure spending is closely monitored and transparent	PPG funding is allocated in a transparent manner so all spending can be reviewed for value for money.
C	Behaviour, attendance and welfare for PPG students	
	Improve the percentage of school year attended for disadvantaged students	An increased attendance for disadvantaged students from that of 2018/9 89.41%. Attendance was 90.6%
	A reduction in the behaviours of disadvantaged students that lead to the removal from the classroom environment	Reduce the average number of C5 incidents per disadvantaged student in this academic year 190 fewer FTE Reduce the average number of days of exclusion per PP student in an academic year from 1.7 in 2018/9 to a value similar to that for non-disadvantaged students (0.9 in 2018/9) Value is now 1.1 days for PP and 0.3 days for non-PP.