

PUPIL PREMIUM 2019-20 Report and 2020-21 Plan

Report for 2019 to 2020

Pupil Premium is additional funding allocated to schools based on the number of students eligible for Free School Meals (FSM); the measure also includes students who have been eligible for FSM within the last 6 years, known as Ever6. Additional funding is also allocated for Looked After Children (LAC) and children of services personnel (Ever 4). The Department for Education (DfE) uses the term disadvantaged to categorise FSM, Ever6 and LAC. Children of services personnel are not categorised as disadvantaged.

During 2019-20 the funding allocation was set at £955 per secondary pupil.

National school data indicates there is a significant difference between the academic achievement between those students on FSM and non-FSM, and therefore the purpose of the Pupil Premium funding is to narrow this achievement gap. This should, in turn, increase social mobility. Deprivation is seen as a key barrier to social mobility and the measure of deprivation used is FSM and LAC.

Achievement at Ponteland High School

The performance of pupil premium students is compared with the national average performance of non-pupil premium students. The nature of the P8 (progress) measures means that they will not be available until later in the academic year, when they will be added to this report

Measure	2016-17		2017-18		2018-19		2019-20	
	17 FSM/CL A students *	National non FSM/CL A students	25 FSM/CL A students *	National non FSM/CL A students	38 FSM/CL A students *	National non FSM/CL A students	31 FSM/CL A students *	National non FSM/CL A students
Progress 8 score	-0.33 ↑	0.11	-0.44	0.13	-0.52↓	+0.13	+0.03	
Progress 8 score English	0.00 ↑	0.11	-0.42↓	0.11	-0.52↓		-0.17	
Progress 8 score Mathematics	0.11 ↑	0.12	-0.1	0.12	-0.42↓		-0.03	
Progress 8 score Ebacc	-0.34 ↔	0.13	-0.24↑	0.15	-0.36↓		+0.01	
Progress 8 score Open	-0.85 ↑	0.09	-0.88↔	0.12	-0.42 ↑		+0.20	
% achieving 4+ in Maths and English	50% ↓	71%	42%	71%	39%	72%	58%	
% achieving 5+ in Maths and English	19%	49%	20%↔	50%	29%	50%	32%	

*2019 National Data gaps: D of E have not published this data. 2020 National data is not published due to national exams being cancelled.

The proportion of disadvantaged students achieving a standard pass in English and mathematics was significantly higher than last year. 65% of disadvantaged students gained 4+ in Mathematics, 71% of students gained 4+ in English. 32% of DA students achieved a good pass in English and Mathematics. 42% achieving a 5+ in Mathematics and 487% in English. (The relatively small numbers of students involved can result in large variations in percentages from year to year)

The overall progress 8 score for disadvantaged students has risen significantly from last year with all categories. The most significant fall was in the Progress 8 Mathematics measure..

Progress of prior attainment groups

To give us a better understanding of how disadvantaged students have progressed in our school, we compare the progress of the students grouped by prior attainment at Key Stage 2 with the average progress of national non-disadvantaged students .

There was a wide variation in the performance of students in the High Prior Attainment group with several students who had made mid-year transfers between schools having a disproportionate impact on scores. We were pleased to help keep these students in mainstream education until the end of KS4 whilst recognising that we need to consider how we can help similar students to achieve closer to the potential they demonstrated at KS2.

There were twice as many male students as female students in the Middle Prior Attainment cohort. A projected positive maths P8 and a good performance in ebacc aspects, were countered by weaker performance in the English and Open baskets. The progress of the disadvantaged male students in English is significantly weaker than that of the female students. We recognise the importance of working to improve the progress of boys in English across the ability range and particular in the disadvantaged cohort.

The projected overall progress of students in the Lower Prior Attainment cohort looks likely to give a P8 score close to zero (the national mean). The weakest progress of this cohort is in mathematics where several students with estimates of grade 2 achieved grade 1. The maths department is fully aware of the importance of developing the problem solving skills required to handle the current GCSE course, good reading and comprehension skills being important here as well as good mathematical skills. The data of this cohort includes that of a school refuser, without whom the projected cohort P8 is very positive.

Progress of disadvantaged students with High Prior Attainment (from Key Stage 2)

	2016-17 (5 students)	2017-18 (7 students)	2018-19 (11 students 4M, 7F)	2019-20 (15 students 7M, 8F)
Progress 8 score	-0.1 ↑	-0.87	-1.18	-0.21
English Progress 8 score	0 ↑	-1.14	-0.8	-0.34
Mathematics Progress 8 score	0 ↑	-.25	-0.88	+0.02
English and Mathematics 4+ threshold	100% ↑	57% ↓	64%	87%
English 4+ Threshold	100%	57%	71%	93%
Maths 4+ Threshold	100%	100%	71%	93%

English and Mathematics 5+ threshold	100% ↑	57% ↓	64%↑	60%
English 5+ Threshold	100%	71%	64%	67%
Maths 5+ Threshold	100%	57%	73%	80%

Progress of disadvantaged students with Middle Prior Attainment (from KS2)

	2016-17 (10 students)	2017-18 (11 students)	2018-19 (18 students 12M 6F)	2019-20 (11 students 5M 6F)
Progress 8 score	-0.48 ↓	-0.24↑	-0.46↓	+0.33
English Progress 8 score	-0.21 ↑	-0.55↓	-0.95↓	+0.08
Mathematics Progress 8 score	0.07 ↑	0.03	+0.02	-0.18
English and Mathematics 4+ threshold	60% ↔	45% ↓	39%	45%
English 4+ Threshold	70%	45%	45%	73%
Maths 4+ Threshold	70%	64%	56%	45%

Progress of Lower Prior Attainment (Level 3 from KS2)

NB: Ponteland Level 2 and 1 numbers are typically zero or 1/2)

	2016-17 (5 students)	2017-18 (7 students)	2018-19 (8 students 4M , 4F)	2019-20 (4 students 3M , 1F)
Progress 8 score	-0.44 ↑	-0.23↑	-0.08	+0.10
English Progress 8 score	0 ↑	0.58↑	+0.08	-0.20

Mathematics Progress 8 score	-0.1 ↑	-0.11	-0.56	+0.25
English and Mathematics 4+ threshold	0%	14%	13%	0%
English 4+ Threshold	40%	57%	26%	0%
Maths 4+ Threshold	0%	14%	13%	25%

At Ponteland High School, we believe that the key routes to reducing the gap between the highest and lowest achieving students are:

1. Improving quality first teaching and learning to ensure that all lessons are at least good, and most outstanding
2. Improve the quality of verbal and written feedback provided to students
3. To provide educational materials, where relevant, at no cost.
 - a. These include textbooks and revision materials as well as access to visits/trips designed to enhance the curriculum.
4. To improve regular attendance to school
5. To address low levels of engagement and low aspirations.
6. To further improve the early identification of students who may be liable to underachieve.

We believe that good relationships with students and their parents play a fundamental role in supporting our work in these areas.

As a result we have used the money to target these specific aspects.

During 2019-20 the school received £137,643 for 178 students and it was spent in the following ways:

Strategy	Cost	Aim	Impact
Improve the learning experience of all disadvantaged students in English and mathematics by: reducing class sizes and improving attendance at revision sessions;	£70000	Develop increased levels of outcomes for English and mathematics A8 score and reduce the gap between the disadvantaged students' English and mathematics measure and the national non-disadvantaged mean	Students in the largest prior attainment cohort (middle pa at KS2) continue to make significantly good progress in mathematics and have made good progress in open basket subjects. Girls in this cohort are making good progress in English with projected positive P8s. . Students in the Low prior attainment cohort have made very good progress with a projected positive English P8 The underachievement of boys in disadvantaged cohorts in English continues to be significant factor and we intend to continue focusing on supporting boys in these cohorts who are at risk of underachieving in English.
Increase participation in regular reading throughout years 7 to 11.	£3500	Improve the reading age of disadvantaged students, particularly those with lower than average age scores.	The regular reading scheme which has now run in year 9 and 10, with all students reading an appropriate novel for at least 15 minutes once per week. Participation and enthusiasm amongst students and staff continues to be good. Our first cohort of students who have benefitted from more regular reading will sat their exams in 2019.
Create, develop and review an individualised Action Plan for each disadvantaged student, focussing on two main priorities per student	£2500	To achieve: 100% grade 5+ for English and mathematics with Higher Prior Attainment cohort, 100% grade 4+ for English and mathematics with Middle Prior Attainment cohort. 20% or better grade 4+ for English and mathematics with Lower Prior Attainment cohort.	A detailed record of each student's prior attainment, any special needs requirements and any special circumstances has been used to plan intervention for students. Interventions have included revision support, reading support, careers guidance, attendance at extra-curricular sessions for Maths, English, Science and Revision Support.
Part funding of non-teaching pastoral managers. One in each year group working under the direction of the teaching head of year.	£40000	To support the work of the pastoral teams, tutors and HoY in monitoring student progress. Working one to one with students and parents where necessary to intervene with the aim of minimising the impact of circumstances that may result in underperformance .	Good communications and positive relationships are maintained between school and home. All parents are confident about attending and participating in school based events such as Supporting your child in Year 10/11.
Staff CPD programme and	£4000	To ensure all disadvantaged students	Lesson observations and subject outcomes over time 'are evidence that the

coordinated best practice across all subject areas.		benefit from a high standard of teaching in all of their lessons and are prioritised when giving feedback and making interventions to support progress.	schools CPD programme is effective at improving and maintaining teaching standards across the school. We recognise that we need to continue to explore and provide CPD that focuses on supporting disengaged students, particularly boys.
Improving attendance of disadvantaged families at all parent evenings and parent support sessions.	£2000	To enable parents of disadvantaged students to participate in parent evenings and parent support sessions.	All disadvantaged parents are contacted by the pastoral teams before parent evenings and parental support sessions. Where necessary, assistance with transportation has been provided. Participation in events continues to be good. Pastoral teams continue to report parents appreciating reminders and alternative arrangements being provided when necessary.
Contribution to Access fund	£16000	To ensure all disadvantaged students have access to revision guides, revision sessions and other supplementary resources recommended by subject areas. To ensure all disadvantaged students have the opportunity to participate in some extracurricular opportunities such as music and school trips and visits.	Surveys of disadvantaged students continue to indicate they have appropriate supplementary resources and most appreciate the importance of using them to support revision. There is good participation of disadvantaged students in extracurricular activities, helping to foster a positive attitude towards school.

Plan for 2020-2021

The additional income for Pupil Premium in 2020-21 is expected to be around £170,000 for 181 students.

In September 2020 Ponteland High School has extended its age range to incorporate years 7 and 8 in addition to years 9 to 18. The change provides a welcome opportunity to work with students and develop positive relationships with them and their families from a younger age and for longer. It has also increased the number of pupil premium students in the school.

Ponteland High School has fewer students in each year group in DfE disadvantaged categories when compared with all schools nationally. Our disadvantaged students encounter various barriers to learning, many of these are shared with their non-disadvantaged peers, e.g. dealing with conceptual challenge, the practicalities of keeping organised with homework and revision, and maintaining motivation. Hence, taking steps to target these issues has a beneficial effect on all of our students, including those classed as disadvantaged.

Barriers to learning experienced more frequently by students in disadvantaged categories include: difficulties coping with transfers to Ponteland from other schools after the start of year 9, difficulties participating in extracurricular events and attending after hours events such as revision sessions and parents evenings due to transport difficulties (many students live some distance from the school), access to curriculum related school trips, restricted access to additional study resources, limitations in access to careers guidance, poor self-esteem.

In order to address these barriers to learning, the plans for the use of Pupil Premium funding in 2020-21 are:

1. Identifying and working with those students who have fallen relatively behind their peers during school closures. These students currently in years 10 and 11 will be prioritised for the National Tutoring Scheme.
2. Maintain reduced class sizes for English and mathematics at GCSE.
3. Further develop the use of individual action plans for all Disadvantaged students to recognise and act on their specific needs. Pastoral managers will play an increasing role in this strategy.
4. Continue to use tracking and monitoring of the achievement levels of Disadvantaged students in order to plan interventions at school and subject level.
5. Improve the literacy standards of Disadvantaged students by maintaining early identification of students who may be liable to underachieve in English and developing and maintaining the enhanced reading experience across years 7, 8, 9 and 10. This will include the introduction of reading schemes for years 7 and 8 and reading assessment software.
6. Continue to explore and deliver revision strategies that will particularly help boys prepare for English Language and Literature exams.
7. Continue to focus on developing outstanding classroom practice that raises the attainment and progress of all students, especially those identified through PP funding. Strategies to include carefully planned grouping and seating arrangements to ensure Disadvantaged students work with highly motivated students, prioritising giving good feedback to Disadvantaged students and recognising student of the month to raise self-esteem.
8. Continue to provide financial support to enable purchase of revision resources and access to extracurricular activities and school trips.
9. Continue to track attendance of disadvantaged students at revision and coursework support events, arranging additional transport home where appropriate.
10. Further increase parental engagement and attendance at subject evening and support events through phone contact by pastoral managers, providing support with transportation, where appropriate.