

Pupil Premium Report

Heathcote School and Science College



Approved by: Presented to Governors September 2020 **Date:** September 2020 reporting on financial year April 2019-March 2020

Ratified by Governors

Last reviewed on: July 2019

Next review due by: May 2021

At Heathcote School we are proud that year on year there is virtually no gap between the progress of our disadvantaged pupils and others

1. Context

The Pupil Premium is additional funding allocated to schools' in support of those children eligible for free school meals and who are looked after from Year 7 to Year 11 – (currently 37.1% of the school, compared to approx. 27% nationally). This gives schools in the UK an additional £625 million to close attainment gaps for disadvantaged pupils. The Pupil Premium aims to improve the learning, attainment and welfare of our most disadvantaged pupils.

2. Aims

We use our Pupil Premium to:

- Reduce the attainment and progress gap between other pupils and disadvantaged or who are looked after
- Increase social mobility
- Enable disadvantaged pupils to succeed and give them the qualifications and social capital to choose universities of their choice or follow equally ambitious post 16 routes
- Ensure disadvantaged pupils have the same life-chances as other pupils
- Ensure that pupils are no further disadvantaged in the post-Covid world

The aspects around which we deployed Pupil Premium Funding in 2019-20 and which were reflected in the School Improvement Plan and Ofsted frameworks can be summarised as:

Priority One:	Behaviour and Personal Development
Priority Two:	Curriculum
Priority Three:	Quality of Education
Priority Four:	Outcomes
Priority Five:	Cultural Capital and Enrichment
Priority Six:	Attendance

3. Amount

The Government has stated that it is for schools to decide how the Pupil Premium is spent but this must be reported on the school's website. The Pupil Premium per pupil for 2019-20 was a total amount of **£327,775** plus **£17,612** for Year 7 Catch up funding and **£13,066** for Looked After Children. Money for our LAC and adopted children is ring fenced and used solely for those children and is outlined in Personal Education Plans (PEPs) – this is not included in the table.

Disadvantaged Pupils	Pupil Premium per pupil
Pupils in Year Groups 7 to 11 recorded as Ever 6 FSM	£935
Looked After Children (LAC)	£2,300
Children adopted from care under the Adoption and Children Act 2002 1 and children who have left care under a Special Guardianship or Residence Order	£2,300
Service children	
Pupils in Year Groups 7 to 11 recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence.	£300

The indicative figure for Pupil Premium is £344,456 for 2020-21.

We await further details of the funding allocation to schools to support the narrowing the gap post-Covid and we will ensure an appendix to the SIP with details of how we plan to spend this funding.

4. Provision

In our school the funding it is used in a variety of ways to specifically support disadvantaged pupils in these areas as set out in the table below:

Amount of pupil premium funding in 2019/20 -		Spend
Behaviour and Personal Development	<ul style="list-style-type: none"> • Contribution to staff working in the IEU supporting teaching and learning and restorative conversations with an aim to reduce fixed term exclusions • Contribution to staff member leading intervention via the Oak Programme • Contribution to reward budget to support positive behaviour 	£95,066
Curriculum	<ul style="list-style-type: none"> • Contribution to cost of Accelerated Reader programme • Contribution to a variety of curriculum software such as Maths Watch • Contribution to small group support in Literacy and Numeracy including speakers/headphones for phonic literacy programme • Small bespoke group tuition; Breakfast club, Friendship groups & Cookery club • Specific costs of equipment, text books and revision guides • Music tuition for targeted pupils • Contribution towards Pupil Planners • Cost of Parent Information Evenings 	£16,031
Quality of Education	<ul style="list-style-type: none"> • Cost for additional teachers/TAs to increase number of sets in English, Mathematics and Science and provide bespoke support • CPD, coaching and bespoke development for staff • Cover costs to support staff development by visiting and working with local schools • Music tuition for targeted pupils 	£102,351

Outcomes for Pupils	<ul style="list-style-type: none"> • Registration intervention and lunchtime study rooms – targeted for disadvantaged pupils • Contribution to after school intervention programme • Specific subject external sessions to support exam groups • Exam and revision equipment e.g. pens, pencils, calculators, rulers, course books, headphones, revision cards • Reader pens to support exam arrangements • Improved tracking system for key groups aged pupils – 4 Matrix costs • Additional costs of setting up Challenge Week to support accurate data and narrowing the gap agenda • Contribution to Data Manager and team costs • PixL costs • Contribution to staffing costs for Raising Achievement meetings (RAP meetings) 	£105,374
Cultural Capital and Enrichment	<ul style="list-style-type: none"> • Contribution to costs for pupils at school residential at Gilwell Park • Contribution to costs for pupils for school trips as part of Challenge Week 	£11,181
Attendance	<ul style="list-style-type: none"> • Contribution to Attendance Officer/Home School Worker to track pupils who are disadvantaged and in danger of becoming Persistent Absentees • Contribution to EWO service costs • Costs of Truancy Call to ensure improved communication • 	£28,450

5. Impact

Details of key indicators for 2019-20 are outlined below are below:

Behaviour

Key Performance Indicators	2018-19	2018-19 Gap	2019-20	2019-20 Gap
Average Internal Exclusions for all Pupils	2.62		1.14	
Average Internal Exclusions for Disadvantaged Pupils	3.07	1.30	1.80	0.96
Average Internal Exclusions for Pupils Non-Disadvantaged Pupils	1.77		0.84	
Average Fixed-Term Exclusions for all Pupils	0.20		0.14	
Average Fixed-Term Exclusions for Disadvantaged Pupils	0.32	0.21	0.23	0.13
Average Fixed-Term Exclusions for Pupils Non-Disadvantaged Pupils	0.11		0.10	
Average Centralised Detentions for all Pupils	10.34		2.30	
Average Centralised Detentions for Disadvantaged Pupils	13.68	5.62	3.62	1.91
Average Centralised Detentions for Pupils Non-Disadvantaged Pupils	8.06		1.71	
* 2019-20 behaviour data up to 20th March due to Covid-19 related closures				

Outcomes

Key Performance Indicators	2018-19	2018-19 Gap	2019-20	2019-20 Gap
Percentage of all pupils achieving Grade 4+ in English	79%		90%	
Percentage of disadvantaged pupils achieving Grade 4+ in English	70%	-14%	90%	-1%
Percentage of non-disadvantaged pupils achieving Grade 4+ in English	84%		91%	
Percentage of all pupils achieving Grade 4+ in Maths	71%		66%	
Percentage of disadvantaged pupils achieving Grade 4+ in Maths	57%	-22%	66%	0%
Percentage of non-disadvantaged pupils achieving Grade 4+ in Maths	79%		66%	
Percentage of all pupils achieving Grade 4+ in English & Maths	69%		66%	
Percentage of disadvantaged pupils achieving Grade 4+ in English and Maths	53%	-25%	64%	-2%
Percentage of non-disadvantaged pupils achieving Grade 4+ in English and Maths	78%		66%	
Percentage of all pupils achieving Grade 5+ in English	67%		77%	
Percentage of disadvantaged pupils achieving Grade 5+ in English	57%	-16%	75%	-4%
Percentage of non-disadvantaged pupils achieving Grade 5+ in English	73%		79%	
Percentage of all pupils achieving Grade 5+ in Maths	46%		42%	
Percentage of disadvantaged pupils achieving Grade 5+ in Maths	30%	-25%	36%	-10%
Percentage of non-disadvantaged pupils achieving Grade 5+ in Maths	55%		46%	
Percentage of all pupils achieving Grade 5+ in English & Maths	43%		41%	
Percentage of disadvantaged pupils achieving Grade 5+ in English & Maths	28%	-24%	34%	-11%
Percentage of non-disadvantaged pupils achieving Grade 5+ in English & Maths	52%		45%	

Attendance

Key Performance Indicators	2018-19	2018-19 Gap	2019-20	2019-20 Gap
% attendance all pupils *	94%		93%	
% attendance disadvantaged pupils *	92.00%	-3%	91%	-3%
% attendance non-disadvantaged pupils *	95.00%		94%	
* 2019-20 attendance data up to 20th March due to Covid-19 related closures				

6. The Year Ahead

The 2019-21 School Improvement Plan (SIP) has been updated as a result of the pandemic and the 7 priorities are outlined below:

To ensure that our revised curriculum (supported by a clear IT strategy) fully develops each pupil's capacity to process, remember and apply information (Rosen shine) through high and consistent standards of learning and teaching backed up by an exemplary remote learning offer at all key stages, a cultural capital pledge and a VESPA research project at post 16.

To ensure that pupils of all ability levels are challenged to achieve academic success and success in their adult lives relative to their starting point irrespective of their personal circumstance or Covid experience. There will be a specific focus on disadvantaged pupils and ensuring Year 10 and 12 have every opportunity to reach their potential ensuring intervention and remote learning provide additional support.

To ensure that all operational processes associated with a post Covid world are implemented to keep all stakeholders safe in school and that pupils meet these high standards leading to continuing improved standards of behaviour and an improvement in key indicators

To ensure that attendance in school for all stakeholders increases with a focus on disadvantaged and Year 10 and 12 pupils and for staff, to ensure HR processes support and challenge staff to improve attendance.

To ensure that our mental health and professional conduct policies for staff and pupils have lasting impact and create a more consistently happy and stable community supported by a new coaching approach to staff development.

To ensure that we consider all aspects of marketing and rebranding the school and finding our USP to ensure that parents, staff and pupils choose Heathcote as a first preference including finding alternatives to the traditional Open Evening and ensuring we can remain financially viable

To develop a high quality AP provision that contributes to the improved life chances of the target groups by supporting them to return successfully to their original schools

The SIP document provides more detail of the specific actions and where and how we will target this money through budget allocations.

Summary

The Key Performance Indicators show us that gaps have closed between disadvantaged and non-disadvantaged pupils in all areas of behaviour and outcomes. However, the gap remains the same for Attendance; the ongoing work around the Attendance Action Plan should raise standards in this area during this academic year.