

## Pupil Premium

The Pupil Premium Grant (PPG) is the additional funding that schools receive in order to support those students who are deemed disadvantaged.

PPG provides funding for two policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

For 2019 to 2020 the PPG is allocated as followed,

Children in Year 7 to 11 recorded as Ever 6 FSM	£935 per pupil
Children who are looked after (LAC)	£1900 per pupil
Service children	£300 per pupil

At Trafalgar School, for the academic year 2019– 2020, we will receive the following funding:

Children in recorded as Ever 6 FSM	256 × £935	=	
Children who are looked after (LAC)	0 × £2300	=	£0
Service children	30 × £300	=	£9000
Total Pupil Premium Funding		=	£248, 508.96

In Trafalgar School we currently have the following breakdown of disadvantaged students.

	Cohort	FSM	Ever 6	Service	LAC	PP
Year 7	214	57	64	11	0	57 (26%)
Year 8	174	53	62	6	4	87 (50%)
Year 9	132	36	56	5	2	68 (51%)
Year 10	161	43	53	8	1	72 (45%)
Year 11	105	19	30	9	0	47 (45%)
Total	786	208	265	39	7	331 (42%)

This means

Children in recorded as Ever 6 FSM	265 × £935	=	£247,775
Children who are looked after (LAC)	7 × £2300	=	£ 16,100
Service children	39 × £300	=	£ 11,700
Total Pupil Premium Funding		=	£ 275,575.00 (£27,066.04 deficit)

At Trafalgar School, we find that many of our disadvantaged students have the following traits:

1. lower literacy skills which prevent them from making good progress
2. low aspirations and expectations for attainment, post 16 destinations and life goals
3. high attaining students show considerable lower progress scores than other students
4. higher absence rates than non-pupil premium students

In order to combat these traits, we plan on allocating the disadvantaged funding in the ways listed below.

Pupil Premium funding used for:	Amount allocated to the intervention/action (£)	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	How will this intervention or action improve achievement for pupils eligible for the Pupil Premium?	How will this activity be monitored, when and by whom? How will success be evidenced?	Interim Review	End of Year Impact
<p><b><u>Quality of Teaching and Learning.</u></b></p> <p><b>Alternative curriculum provision</b></p> <p><b>Trait: 2, 4</b></p>	<p>Salary for 4 members of staff</p> <p>Budget (including ongoing resources for vocational courses for the most vulnerable students)</p> <p>£80 000</p>	<p>Supplying and staffing of the Compass Centre.</p> <p>English, Maths, Science and PE specialist teachers delivering curriculum for key subjects.</p> <p>Creation of vocational courses.</p> <p>Eligible for all appropriate students via a referral system.</p>	<p>Provide curriculum provision for students unable to cope in mainstream lessons.</p> <p>Still allows students to be part of Trafalgar School.</p> <p>Specialised tuition will allow students to make more academic progress. Vocational options allow vulnerable students to have a personalised curriculum suited to their needs, increasing attendance and ATL.</p>	<p>Head of Centre to monitor students who form part of the Compass Centre.</p> <p>Increased levels of attendance of students attending the Compass Centre.</p>	<p>16 of the 19 students being offered provision in Compass between 09/18 and 12/18 are PP.</p> <p>Formal English, Maths and Science lessons taking place each week with appropriate staff from each department.</p> <p>Vocational courses are running as of September 2019 to engage and personalise curriculum offer for the most vulnerable.</p>	<p>Students receiving subject specific, core teaching whilst part of the Compass Centre.</p> <p>All compass students to start Sept 2019 reintegrated back into mainstream classes due to progress made throughout the 2018/2019 year.</p> <p>Vocational courses in Food, Hair and Beauty and Cope being offered to appropriate students as part of Compass Learning, Sept 2019. Inclusion team trained to deliver courses.</p> <p>Timetable created that allows for Core subjects leaders or teachers with responsibility to lead sessions with students in the Compass Centre.</p> <p>All qualifications being taught lead to post-16 destinations.</p>

Pupil Premium funding used for:	Amount allocated to the intervention/action (£)	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	How will this intervention or action improve achievement for pupils eligible for the Pupil Premium?	How will this activity be monitored, when and by whom? How will success be evidenced?	Interim Review	End of Year Impact
<p><b><u>Quality of Teaching and Learning.</u></b></p> <p><b>Extra set created on each half of the year for Year 11/10; extra English, Maths and Science teachers employed to deliver curriculum in smaller classes.</b></p> <p><b>Trait: 1,3</b></p>	<p>1 English teacher 1 Maths teacher 1 Science teacher</p> <p>£90 000</p>	<p>To create smaller groups for Maths and English. To allow greater intervention to occur within the class. This allows students who are disadvantaged to be targeted more effectively.</p> <p>Year 11 – 45% of the cohort are in receipt of the pupil premium. Year 10- 45% of the cohort are in receipt of the pupil premium.</p>	<p>To improve the progress of PP students in English and Mathematics.</p>	<p>Termly data trawl Progress reviews Progress reports Quality first teaching including appropriate interventions by teachers.</p>	<ul style="list-style-type: none"> <li>• 5 classes in English @25. Additional 6<sup>th</sup> class to be added in term 2.</li> <li>• 5 classes in Maths. Top set at 30 the rest sitting at 20 max.</li> </ul> <p>The best teachers in front of the most disadvantaged students across core subjects.</p>	<p>Year 11 disadvantaged students in Maths, English and Science all achieved stronger positive residuals than their non-disadvantaged peers.</p> <p>In English DS 0.23, non-DA 0.21.</p> <p>Maths DS 0.15, non-DA 0.05.</p> <p>Science DS 0.27, non-DA 0.18.</p> <p>Reduced gap in progress 8 scores for Disadvantaged students: 2017/18: -1.29 2018/19: -0.484</p> <p>Reduced gap in 9-4% in English and Maths 2017/18: -41% 2018/19: -30.7%</p> <p>Positive feedback about smaller group sizes and targeted disadvantaged students marking.</p>

Pupil Premium funds used for:	Amount allocated to the intervention/action (£)	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	How will this intervention or action improve achievement for pupils eligible for the Pupil Premium?	How will this activity be monitored, when and by whom? How will success be evidenced?	Interim Review	End of Year Impact
<p><b><u>Personal Development</u></b></p> <p><b>Girls Network</b></p> <p><b>Trait: 2, 3</b></p>	£4000	External group to provide targeted work with Year 10 /11 disadvantaged students to help raise ambitions and provide a mentor for life.	<p>Raise ambitions and confidence of the students involved.</p> <p>Increase in P8 score and achievement of students involved.</p>	<p>Monitored by TCR/LCL.</p> <p>Increase in ATL and progress grades of students involved.</p>	<p>57% of the students in the group are PP.</p> <p>SISRA group created to track impact of this intervention on ATL and progress.</p>	<p>Surveys showed increased confidence and post-16 aspirations.</p> <p>However, attendance of some students was intermittent.</p> <p>Recommendations for next year include amending the selection criteria for students part of the 2019/2020 groups.</p>

Pupil Premium (PP) used for:	Amount allocated to the intervention/action (£)	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	How will this intervention or action improve achievement for pupils eligible for the Pupil Premium?	How will this activity be monitored, when and by whom? How will success be evidenced?	Interim Review	End of Year Impact
<p><b><u>Quality of Teaching and Learning</u></b></p> <p><b><u>Sept – April AR. Accelerated Reader</u></b></p> <p>(End of subscription-cost paid for)</p> <p><b><u>April 2020. GL New Subscription.</u></b></p> <p><b>Trait:1</b></p>	£5000	<p>Reading data tracking system.</p> <p>All students in years 7-9</p> <p>The program then produces a comprehensive set of reports revealing A personalised reading analysis is provided from this for each student allowing strategic and robust intervention.</p>	Increase student's literacy levels.	SSW: monitor and evaluate the data and put in place from this robust and targeted reading intervention to increase student progress across the curriculum.	<p>Reading tests completed in first term.</p> <p>Data analysed to create Skills Academy- y7/8 intervention group.</p>	<p>Significant impact on students identified as below expected level for KS2 English.</p> <p>% O/A Term 1: 44%</p> <p>% O/A Term 2: 60%</p> <p>% O/A Term 3: 73%</p> <p>Year 7 Students identified as having “Low Literacy Levels” showed significant improvement from Term 1: 56% O/A to Term 3: 72% O/A</p> <p>Identified need of disadvantaged boys and reading. Recommendation of disadvantaged, boy's literacy as a whole school focus.</p> <p>Also recommend a different reading tracking system as some limitations of Accelerated Reader.</p>

Pupil Premium funding used for:	Amount allocated to the intervention/action (£)	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	How will this intervention or action improve achievement for pupils eligible for the Pupil Premium?	How will this activity be monitored, when and by whom? How will success be evidenced?	Interim Review	End of Year Impact
<p><b>Quality of Teaching and Learning</b></p> <p><b>Literacy and Numeracy interventions</b></p> <p><b>Trait:1</b></p>	<p>1 English HLTA 1 Maths HLTA</p> <p>£30 000</p>	<p>Additional literacy and numeracy lessons to be provided at KS4 in place of one option subject.</p> <p>Additional literacy and numeracy lessons to be provided at KS3 in place of languages lessons.</p> <p>Timetabled from Sept 2019 to run throughout the whole academic year. Selection process for students is based upon literacy levels.</p> <p>Year 11 – 42% of literacy group are PP</p> <p>Year 10 – 48% of literacy group are PP</p> <p>Year 7 and 8 interventions groups- within English created to ensure key skills are developed in students with the weakest literacy.</p>	<p>Increase student’s literacy and numeracy within lessons.</p> <p>Increased predicted P8 score for pupil premium students.</p>	<p>Monitor by LCL and CPA on a termly basis.</p> <p>Number of students classed as below target reduced significantly over the course of the year.</p>	<p>In year 11 – 56% of the PP students involved in timetabled additional Literacy and numeracy lessons are on track to hit their EOY11 targets.</p> <p>In year 10 – 80% of the PP students in timetabled additional literacy and numeracy lessons are on track to hit their EOY11 targets.</p>	<p>Year 11 students involved in additional literacy and numeracy sessions have an average P8 score of -0.45, which is an improvement on the whole school P8 figure.</p> <p>Out of our top 5 students for progress in the whole school, four of these students accessed additional literacy and numeracy sessions.</p> <p>Year 10 students involved in additional literacy and numeracy intervention lessons, disadvantaged students in English moved from 40% O/A in October 2018 to 60% O/A in July 2019. In Maths, 100% of disadvantaged students whole have additional lessons are on track to hit or exceed their target grade.</p> <p>Year 7 – a move from 56% to 72% of disadvantaged students O/A in English from term 1 to term 3. A move of 45% to 59% of disadvantaged students O/A in Maths from term 1 to term 3.</p> <p>In year 8 and year 9, option choices are targeted for specific students to ensure that numeracy and literacy interventions continue throughout their curriculum.</p>

Pupil Premium funding used for:	Amount allocated to the intervention/action (£)	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	How will this intervention or action improve achievement for pupils eligible for the Pupil Premium?	How will this activity be monitored, when and by whom? How will success be evidenced?	Interim Review	End of Year Impact
<p><b><u>Quality of Teaching and Learning.</u></b></p> <p>Revision materials and training for years 10 and 11.</p> <p><b>Trait:1, 2, 3</b></p>	£2000	<p>Extra resources for targeted PP students funded so not at any disadvantage.</p> <p>PD day revision workshop, designed to give year 11 expert strategies around HOW to revise so that they are able to revise effectively.</p>	Ensure that no student is at a disadvantage regarding access to resources.	Increased success in the PP group and smaller gaps in attainment.	Revision guides issued to Year 11 all subjects, year 10 all non-core subjects	<p>PD Days 2 to 4 focused on year 11 revision and training.</p> <p>Disadvantaged students targeted by key teachers in key areas.</p> <p>Year 10 students received revision guides and workbooks in all non-core subjects.</p> <p>Year 11 students received revision guides and workbooks in all subjects. Positive feedback received from students.</p> <p>Equipment purchased for subjects to allow disadvantaged students to be able to fully access all curriculum areas.</p> <p>Maths and Science: calculators for all classrooms</p> <p>Technology: technical drawing boards</p> <p>Food Tech: kitchen equipment including mixing bowls, food mixers, chopping boards etc.</p> <p>Subjects show a big increase of students O/A from mock 1 to final results.</p> <p>Science – increase from 13% to 59%</p> <p>Maths – increase from 4% to 48%</p> <p>Food tech – a 30% increase from mock 1 to final result.</p>

Pupil Premium used for:	Amount allocated to the intervention/action (£)	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	How will this intervention or action improve achievement for pupils eligible for the Pupil Premium?	How will this activity be monitored, when and by whom? How will success be evidenced?	Interim Review	End of Year Impact
<p><b><u>Behaviours and Attitudes.</u></b></p> <p><b>Breakfast club</b></p> <p><b>Trait: 4</b></p>	<p>£1500</p>	<p>Food collected weekly and used for breakfast club open to all pupils within school.</p> <p>Food also used as part of the life skills lessons within the Compass Centre.</p>	<p>Studies have shown that children who start the day with breakfast are twice as likely to perform better in school. Breakfast club ensures all pupils have the opportunity to start the day with a meal, leading to increased engagement and focus in lessons.</p>	<p>Attendance at breakfast club monitored by JSM.</p> <p>Increased engagement, evidenced though improvement in students ATL.</p>		<p>Students reported that breakfast club was not always as good as it could be. This was due to the food available for students being determined by what was delivered each week from Fareshare.</p> <p>As a results we decided to move away from Fareshare and on to a different company. This company provides bagels for breakfast club for free. The money saved from Fareshare is instead used to supplement the breakfast club with cereals, milk and different toppings for the bagels.</p> <p>This new and improved Breakfast club was launched in March 2019 and since then the number of students using the provision has vastly increased. A student survey was also completed in order to ascertain what breakfast food would be most popular with the students.</p> <p>(impact on overall school attendance still ongoing)</p>

Pupil Premium (PP) used for:	Amount allocated to the intervention/action (£)	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	How will this intervention or action improve achievement for pupils eligible for the Pupil Premium?	How will this activity be monitored, when and by whom? How will success be evidenced?	Interim Review	End of Year Impact
Personalised Curriculum support and extra-curricular opportunities including activities week.  <b>Trait:2, 3, 4</b>	£12 000	<p><b>Pupil Premium students will be part funded for some of the curriculum trips that are offered to whole cohorts.</b></p> <p>£20 per student allocated to support engagement in activities week experiences.  <b>TOTAL £4700 (To do this for all 7-10)</b></p> <p><b>Pupil premium students who are studying BTEC music given access to peripatetic lessons.</b></p> <p>Y10 8 STUDENTS.Y11 6 STUDENTS. Shared lessons (2 students per session £225 per student.) <b>TOTAL: £ 14 x 225 =£3150.</b></p> <p><b>Funding for PP students resources for Food tech lessons.</b>            £10 a year in year 7 and 8.  <b>TOTAL £1370</b>            £15 per term at KS4 – currently 61 PP students study Food Preparation and Nutrition at KS4  <b>TOTAL £2745 Contribution for disadvantaged</b></p>	<p>To ensure that all students have access to curriculum enrichment activities and are not disadvantaged by circumstance.</p> <p>To enhance students culturally.</p> <p>To put into context aspects of the curriculum.</p>	<p>Attendance/engagement with the trips monitored by CPA.</p>	<p>11 students access peripatetic lessons in drums, guitar or piano.</p> <p>List to be collated to show PP students participation in off-site visits.</p>	<p>Disadvantaged students taking Btec Music took up peripatetic lessons to support with their studies. Increase in students selecting music as an option choice.</p> <p>43% of our disadvantaged students elected to stay in school and not select activities during activities week, compared to 33% of our non-disadvantaged students. We believe many DS students chose to not select activities rather than requesting the contribution. 33% of DS selected in school activities for the whole week, compared to 22% non-DS.</p> <p>Recommendation for Activities Week 2020 – offer school funded trips for disadvantaged students in order to increase their off-site experiences.</p> <p>Money supplied to Food Tech for purchasing of supplies for lessons. No DS were unable to cook due to lack of ingredients. This led to a 70% pass rate in Year 11 food tech (higher than non-disadvantaged)</p>

