



Impact report: Pupil Premium Grant 2019 – 2020

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Key Priority: To support all students who qualify for the PPG, to allow them to make good progress.

Whole school, targeted and individual measures resulting in students who qualify for the PPG being able to:

- Improve their levels of attainment and progress
- Close attainment gaps relative to national averages
- Have full access to our curriculum
- Be supported in accessing all aspects of their education

Leader: Jamie Hudson (Assistant Headteacher), evaluated by the LAB Resources Committee

This impact report evaluates the 2019/20 strategy. In this evaluation, each aspect is RAG rated, where the school's judgement is as follows: ● indicates that this was an effective strategy, ● indicates that this was partly successful and ● indicates that this strategy was not effective. Please note that these strategies do not happen in isolation and the circumstances of individuals and groups involved may vary.

The school's next steps for the PPG strategy, partly based on this evaluation, are listed at Appendix 3 and inform the 2020/21 PPG strategy.

The school year was significantly disrupted by the SARS-CoV-2 pandemic and the period of Lockdown that took place in the Spring and Summer terms. A number of the strands were impacted by this circumstance and a variety of additional steps were taken to support students in receipt of the PPG.

There were three strands to the Pupil Premium Strategy for 2019/20:

Whole School Strategies designed to benefit all students but based on research (Educational Endowment Fund) that has shown these measures particularly increase progress in disadvantaged groups. The four key aspects for 2019/20 were:

- High expectations for all students (academic targets, behaviour, attendance, GCSE options)
 - Attendance for students in receipt of the PPG in the Autumn term rose to 92.4%
 - Progress 8 scores of +0.63 for Year 11 and +0.08 for students who qualify for the PPG. It is worth noting that the grades awarded in this cohort were CAGs and not awarded after the usual examination series.
- Continue and consolidate evidence-based whole-school strategies using 'Tilting Teachers' approach – including a continued focus on Metacognition, Oracy and Personal Study as well as the development of the pedagogical skill of teachers through a focus on academic and professional reading and research
 - Leaders report continued use of evidence-based strategies. This is seen through performance management discussions, lesson observations and work scrutiny activities.
 - Teachers engaged well with the focus on academic and professional reading. This was discussed and developed through departmental and pastoral team meetings and the Professional Learning Group.

Targeted strategies providing support for qualifying students:

- Focus the whole-school performance management target (professional reading) and the school's internal review processes (lesson observations and work scrutiny) to support students who qualify for the PPG.
 - Engagement in the professional reading focus was strong. Further to this, colleagues were given (and some also led) additional training opportunities to support the development of remote learning.
- Measures to improve the attendance and punctuality of students who qualify for the PPG including Mentoring, Restorative Practice, Individual Targeted Intervention and use of the Reflection Room
 - The attendance for students in receipt of the PPG in the Autumn term was 92.4%. This slight increase from the previous year is due to successes with a number of students who were persistently absent from school. This underlines the importance of the pastoral work done and our focus on removing barriers to attendance and participation in school life. In line with national trends, the attendance of students in the younger years remains slightly better than that of those in the older years. Please see also Appendix 2 for information about the Reflection Room
- Mentoring support including employability skills workshops, mentoring schemes and the Adviza service
 - This continues to be successful and informs students' choices of courses at KS4 and KS5. Support is given to those students who are in Bridge and SucSEED with visits to colleges arranged by the school helping vulnerable students secure their next steps in education.
- Measures to remove Barriers to Learning (eg transport, uniform, educational visits, revision guides)
 - St. Crispin's continues to proactively support individuals with requests for materials needed to take a full part in school life. In the context of the pandemic lockdown this expanded significantly with many students not able to access online learning due to a lack of IT equipment at home. Staff at St. Crispin's worked at length to provide printed resources so all could access work. Staff also repurposed existing laptops and distributed these – about 35 in the first lockdown. In addition to these, we have prepared and distributed the 27 assigned to us by the DFE and repurposed another 20 existing laptops to date. This is a significant commitment of resources for the school.
 - Whilst Learning Bursaries are now well established at the school, this programme was disrupted by the pandemic as well.
- Transition support – Family First approach, close partnership working between KS2 and KS3 teachers
 - In addition to the excellent and established pastoral and SEN transition support, academic transition work was consolidated in 2019/20. Examples of Y6 students' written work were secured for over 85% of our incoming cohort and are in use by subject teachers in English, Science and humanities as a reference point for teachers to help reduce the chances of a dip in performance during KS3.

Individual Strategies to support those students in receipt of the PPG who are underperforming, at risk of underperforming or at risk of disengagement with Education:

- KS3 Intervention (Literacy)
 - 10 students received individual literacy tuition with a qualified specialist teacher 1:1 tuition continued for one hour a week throughout the academic year until the Covid-19 lockdown. The lockdown meant that we were not able to continue our usual programme of tuition and standardised testing. Students were supported with accessing online learning by LSAs. The students' first report of Y8 showed that the average progress across the academic year for this group in English was 2.75 sub-levels using our KS3 tracking system.
- KS4 Intervention (English, Maths and Science)

- KS4 Intervention was disrupted by the lockdown period, however we have reestablished the intervention groups both for students in school and those in remote learning.

Appendix 1

School Attendance – medium-term trends

WHOLE SCHOOL ATTENDANCE								St. Crispin's Excellence for all
Term	% Attend	Authorised Absence	Unauthorised Absence	PP	SEN	CLA	EAL	RAISE/ASP
Autumn 2017	96.3	3.4	0.3	94.1	95.1	98.2	96.4	
Spring 2018	95.5	4.1	0.5	91.6	92.5	93.4	96.1	95.9
Summer 2018	93.6	5.89	0.5	90.5	91.8	89.7	93.6	
2017-2018	95.1	4.5	0.4	92.1 (122)	93.1 (95)	93.8 (5)	95.4 (135)	
Autumn 2018	96.0	3.6	0.4	92.1	93.3	99.1	96.3	
Spring 2019	95.3	4.2	0.5	92.3	92.5	96.8	96.1	95.7
Summer 2019	93.3	5.8	0.8	89.7	89.73	94.1	93.3	
2018-2019	94.9	4.5	0.6	91.4 (138)	91.8 (179)	96.7 (3)	95.2 (140)	
Autumn 2019	95.6	3.9	0.5	92.4	92.8	95.9	96.9	

Appendix 2 – The Reflection Room

The Reflection Room enables students to reflect on their conduct and prepare for readmission to the main school whilst working in a safe learning environment. Fixed Term Exclusions lead to a loss of valuable learning time and in some cases, result in the student being alone at home for the day and therefore not having the opportunity to learn from their behaviour. Although a meeting with the Headteacher is part of the Fixed Term Exclusion process, in the past, our hard to reach parents would not always attend and in other cases, were unhappy that they had to 'burden' the consequences of their child's behaviour.

The Reflection Room therefore ensures that students are able to reflect on their behaviour, avoid the loss of curriculum time, prepare for readmission to main school and provide a proper apology for poor behaviour (to the member of staff in appropriate as part of our Restorative Practice programme).

Since the establishment of the Reflection Room, we have had no fixed term exclusions. This maintains students' focus on learning and improved attendance. In 2019/20 there were 25 occurrences where the Reflection Room was used, with 16 different students.

Appendix 3 – Key actions for Pupil Premium Strategy 2019/20

- Proactively evaluate the level of IT equipment and therefore capacity for joining remote learning of all students and prepare laptops for those identified as needing them.

Appendix 4

KS4 Results – 3 year trend

The data below is based on best entry data. It is also important to note that, because each cohort of students that qualify for the PPG is small and different, one has to be careful about making comparisons between the overall achievements of one year with another. Similarly, there have been significant changes in the curriculum and accountability measures, year on year.

Context	2018 GCSE results	2019 GCSE results	2020 GCSE CAGS
Number of students that qualify for the PPG	- 11	- 18	- 26
Average KS2 NC	- 24.89	- 37.33	- 4.6 (note change in metric, also 2 students no KS2 data)
Attainment 8	- 43.6	- 34.6	- 44.37
Progress 8	- +0.25	- -0.18	- +0.08

Ability Range		No.		No.		No.		No.		No.	Likelihood 5 9-5 En & Ma	Achieved
(2017 National Transitional Matrices)	Low	1	Low	1	Low	1	Low	1	Low	4	(1%-2%)	0/4
	Middle	8	Middle	8	Middle	8	Middle	8	Middle			
	4c	2	4c	2	4c	2	4c	2	4c	4	(6%)	0/4
	4b	4	4b	4	4b	4	4b	4	4b	5	(16%)	1/5
	4a	2	4a	2	4a	2	4a	2	4a	5	(34%)	2/5
	High	2	High	2	High	2	High	2	High	6	(63%-98%)	6/6

SEN											Likelihood 5 9-5 En & Ma	
(Raise15 p35)	Without SEN	9	Without SEN	9	Without SEN	9	Without SEN	9	Without SEN	14	(63%)	10
	EHCP	1	EHCP	1	EHCP	1	EHCP	1	EHCP	2	(9%)	0
	SEN Support	1	SEN Support	1	SEN Support	1	SEN Support	1	SEN Support	6	(23%)	1