

THE RISE SCHOOL Pupil Premium Funding (PPF) report 2019-20

1. Background

The Rise School has the highest expectations of, and aspirations for, all its pupils. Each pupil should have equal opportunities to achieve the best possible life chances, irrespective of socio-economic background and to ensure that not a single pupil gets left behind.

We make every effort to ensure that disadvantaged pupils receive outstanding support and believe our core business is to aim for all our pupils to make outstanding progress as a result of good and better teaching and learning.

We understand that the aim of PPF is to support schools in raising the attainment levels of the most disadvantaged pupils and to 'close' or 'narrow' the gap' that exists nationally. To this end, the Department for Education (DfE) provides additional Pupil Premium Funding (PPF) to all schools based on the pupils:

- who are currently eligible for Free School Meals (FSM)
- who have been eligible for FSM at any time in their last 6 years (known as Ever 6)
- who are Looked After Children (LACs/CLAs)
- who are children of Armed Forces Personnel

As a school, we recognise that it is not the funding itself that will improve achievement and attainment, but how it is used. The Department for Education (DfE) expects us to use PPF appropriately and to be accountable for the decisions we make. The school governors/trustees – who are judged by Ofsted as part of its assessment of the Leadership and Management of the school – must ensure that rigorous monitoring of PPF is in place and that it is managed efficiently and that staff and resources are deployed effectively in order to benefit all groups of pupils.

Our Pupil Premium Policy states that PPF must be used to support those pupils for whom the grant is eligible. However, it is difficult to spend PPF on the improvement of teaching and learning without benefits impacting on other pupils. Additionally, it is morally difficult to exclude a child who is not on FSM from accessing any initiatives if they could clearly benefit from them. However, we are also clear in the way that interventions are targeted to ensure FSM pupils benefit from PPF.

At The Rise School, our aims and rationale for PPF expenditure are based on a number of factors. Using a range of data sources, we critically analyse aspects of day-to-day teaching in order to identify achievement and underachievement. From this we are able to implement interventions to improve outcomes for individuals and groups. We believe that educational research from both mainstream and specialist settings is invaluable in informing practice, both in terms of deciding upon the efficacy of specific interventions and in implementing strategies as effectively as possible.

1. Pupil Premium (PP) Profile

	As at the end of the Summer Term
Total Number on role (NOR)	105
No. of pupils eligible for PP	53
% of PP pupils as % of NOR	53/105 = 50%
No. of Primary PP	17
Amount of funding per pupil (Primary)	£1320.00
Total Primary PP as % of NOR	17/105 = 16%
Total Primary PP as % of all Primary	17/30 = 57%
No. of Secondary PP	36
Amount of funding per pupil (Secondary)	£935.00
Total Secondary PP as % of NOR	36/105 = 34%
Total Secondary PP as % of all Secondary	36/77 = 47%
Total Pupil Premium Budget required	£56,100
Total Pupil Premium Budget granted based on January 2019 census	18 Primary Pupils, 24 Secondary Pupils, 42 pupils in total £46,200

- Of the 53 PP pupils, 1 also has English as an Additional Language (EAL): 1 in secondary.

2. Monitoring of impact of PPF

- The school monitors attendance of FSM pupils and shares this information with families at annual reviews, pupil progress meetings and parent's evenings.
- The Headteacher has overall responsibility for monitoring impact of PPF. The governing body was established in 19-20 and once a governor is given responsibility for PPF the head will discuss PPF pupil progress with them.
- Given the size of the cohort, the difference in attendance between PPG and Non-PPG pupils is not significant:

% attendance for 2019-2020		
	Pupil Premium	Non-Pupil Premium
Whole School (105 pupils)	89.30%	92.29%
Primary Phase (30 pupils)	92.40%	95.19%
Secondary Phase (64 pupils)	88.88%	91.96%

6th Form (11 pupils)	82.61%	86.95%
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3. Summary of PPF expenditure and interventions at The Rise School

No.	Intervention	Objective	Impact	Next steps	Cost
1	Feedback: Assessment for Learning (AFL)	To improve the quality of feedback (verbal & written) given to pupils in all lessons.	Accelerated pupil progress.	Continue to revisit in training and share best practice.	Notional
2	Pupil and family subsistence	To support families with financial strains for things such as school uniform	Ongoing support for families.	Continued support	£558.39
3	Parental Involvement: Including Parent Meet	To provide support for families on a range of topics of their choice and to improve wider outcomes for themselves and their children.	83% of families feel involved in the school community and the education/support for their child. (Parent Survey, September 2020) 75% of families report they have gained confidence on how to support their child better (Parent Survey, September 2020) Overall impact is improved partnership between home and school and increased quality of life for pupils.	Continued investment	£86.12 includes staff time and refreshment costs
4	Wellbeing:	To teach pupils basic Mindfulness techniques, stretches, meditation and breathing activities	Head of Wellbeing. Pupils access x 1 yoga lesson per week which includes self-regulation activities such as correct breathing and relaxation. There is evidence that pupils are starting to use these strategies independently/proactively when they are dysregulated. Pupils access x 1 Wellbeing lesson to explore strategies for positive mental health.	Continued investment	£1,670.50

5	After School Clubs	To provide pupils with opportunities to 1. Develop passions and interests 2. Experience a broader range of learning experiences 3. Collaborate with pupils of various ages.	Pupils are enjoying a wide range of diverse opportunities including gardening, cooking, additional art, animation.	Continued investment	£2,780.95
6	Intervention TLA	To provide additional tuition for pupils to close the gap between current attainment level and age-related expectations.	<p>Intervention TLAs are timetabled to support individual needs of pupils to make progress in core subjects. There was evidence of improved attainment of all these pupils in core subjects.</p> <p>Equally their attendance has improved – both to school and to lessons.</p> <p>In addition to this their completion of homework has also become more regular.</p> <p>Feedback from families and colleagues also captures an improvement in their social interactions and overall mood/wellbeing.</p> <p>Following this additional support, one pupil was diagnosed with dyslexia last year.</p> <p>Our ATLAs received training to better support dyslexia to support four of these eight pupils.</p>	Expenditure to continue	52% of support relates to eligible pupil premium £27,264.64
7	Enhanced OT and sensory circuits	To improve sensory processing abilities and fine & gross motor skills.	On-going baseline full assessment made by Specialist Paediatric Neurological Occupational Therapist based on full assessment of child's educational needs. Pupils achieving their OT ISP targets monitored at their review meetings with specialist therapist weekly/ fortnightly/ twice or once half termly depending on need. Staff are	Continued investment	57% of support relates to eligible pupil premium £20,974.86

			fully involved in these targets which are supported in lessons by staff completing log books. Positive feedback from parents, teachers & TAs		
8	Attendance Project	To achieve 95% whole school attendance for 2019/20 & reduce PAs	The attendance gap between PPG and Non-PPG pupils is narrowing over time: In 2017-2018 the gap was 4.7%. In 2018-19 the gap was 4.5% In 2019-2020 the gap was 3%. . <u>Actions</u> >close monitoring >meetings with parents >EWO involvement where necessary >reward incentives	Continued investment	£700
9	Breakfast Club:	To improve health & wellbeing, as well as behaviour, social interaction skills & eating manners.	Offer of breakfast to PPG pupils free of charge, ensures pupils have eaten before lessons to support better concentration, mental & physical growth.	Continued investment	£1,107
Total Cost					£55,142.46

Notes:

- *Notional* denotes the fact that the activity is planned as part of the wider school improvement processes which PP pupils will benefit from.
- Cash Figures indicate a proportion of total spend on activity that can be attributed to PP pupils.
- The £8,942.46 variance in funding to expenditure is dissolved within the whole school budget.

5. Progress levels

KS5 Outcomes

All pupils in Year 12 and Year 13 at The Rise Sixth form in 19-20 have met the course requirements in order to progress to the next year of their qualification (year 1 of Level 3 or year 2 of level 3).

Whilst PPF is not allocated to KS5, the equal performance of all pupils regardless of their previous PP status is an indication of the gap being narrowed in terms of their achievement and life opportunities.

KS4 Outcomes

We had a cohort of 5 Y11 pupils in 19-20.

It is difficult therefore to draw any comparisons in terms of performance between PPG and Non-PPG pupils as the cohort is very small and one of the PPG was on a bespoke reintegration programme which meant he accessed a separate curriculum at our Sixth Form space and was not entered for GCSEs. His destination is secure and he has accessed a Level 1 course within our Sixth Form provision.

C/4+ (Pupil Premium Analysis)		
	PP	NON-PP
IGCSE English Language	100% (1/1)	100% (3/3)
GCSE English Literature		100% (2/2)
GCSE MATHS	0% (0/1)	100% (3/3)
GCSE Core Science	100% (1/1)	100% (3/3)
GCSE Additional Science	0% (0/1)	66% (2/3)
GCSE History		100% (1/1)
GCSE Geography		100% (1/1)

Year 10 Early Entry

In line with our ambition for SEND pupils, we entered 6 Year 10 pupils in for Foundation tier papers in GCSE Maths and 5 Year 10 pupils for GCSE Combined Science in order to support them to secure a grade 4 or above and therefore feel confident to pursue Higher tier papers in Year 11, thus giving them the opportunity to achieve grade 6-9.

Their results are below:

Grade 4+ (Pupil Premium Analysis)		
	PP	NON-PP
GCSE MATHS	3/3 (100%)	3/3 (100%)
GCSE Core Science	2/2 (100%)	3/3 (100%)
GCSE Additional Science	2/2 (100%)	3/3 (100%)

The distribution of PPG pupils is consistent in this small cohort as across the school (50%) and there is no difference in their attainment.

We will continue to strive to close any gap in performance between PPG and Non-PPG pupils by:

- Having high expectations and ambitions for all pupils (the Pygmalion Effect)
- Investing in high quality first wave teaching by ensuring all teachers understand and implement the research-informed principles of effective teaching in their planning and delivery
- Designing robust assessments that will capture performance of PPG and Non-PPG accurately

- Deploying Intervention TLAs to support pupils to close gaps between their attainment and age-related expectations
- Increasing confidence through having carefully staggered qualification entry (eg. Entry Level Science --> Further Entry Level Science -> GCSE Science; Functional Skills Level 1, 2 --> GCSE Maths)
- Ensuring all pupils access all relevant and appropriate exam concessions.