

## THE RISE SCHOOL Pupil Premium Funding (PPF) report 2020-21

### 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)	121 including 6 <sup>th</sup> Form (121-23=98)
No. of pupils eligible for PP	<b>47</b>
% of PP pupils as % of NOR	47/98 = 48%
No. of Primary PP	<b>19</b>
Amount of funding per pupil (Primary)	<b>£1320.00</b>
Total Primary PP as % of NOR	19/98 = 19%
Total Primary PP as % of all Primary	19/21 = 90%
No. of Secondary PP	<b>28</b>
Amount of funding per pupil (Secondary)	<b>£935.00</b>
Total Secondary PP as % of NOR	28/98 = 29%
Total Secondary PP as % of all Secondary	28/77 = 36%
<b>Total Pupil Premium Budget granted based on January 2020 census</b>	<b>19 Primary Pupils, 28 Secondary Pupils, 47 pupils in total £52,295.00</b>

## 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 and reports on the spending of the grant to the local governing body.

Given the size of the cohort, the difference in attendance between PPG and Non-PPG pupils is not significant:

% Attendance for 2020-2021		
	Pupil Premium	Non-Pupil Premium
Whole school (121 pupils)	91.5%%	93.2%
Primary Phase (21 pupils)	94.4%	83.3%
Secondary Phase (77 pupils)	89.8%	95%
6 <sup>th</sup> Form (23 pupils)	96.9%	94.9%

### 3. Summary of PPF expenditure and interventions at The Rise School

No.	Intervention	Objective	Impact	Next steps	Cost
1	<b>Feedback: Assessment for Learning (AfL)</b>	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	<b>Pupil and family subsistence</b>	To support families with financial strains for things such as school uniform	Ongoing support for families.	Continued support	£294.39
3	<b>Wellbeing:</b>	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 disregulated. Pupils access x 1 Wellbeing lesson to explore strategies for positive mental health.	Continued investment	£3,565.71
4	<b>Intervention TLA</b>	To provide additional tuition for pupils to close the gap between current attainment level and age-related expectations.	Within the confines of covid operation in 20-21, intervention TLAs are timetabled to support individual needs of pupils to make progress in core subjects.	Expenditure to continue	52% of support relates to eligible pupil premium £30,059.19
5	<b>OT, SALT &amp; Behaviour team resources</b>	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 fully involved in these targets which are	Continued investment	£3,605.32

			supported in lessons by staff completing log books. Positive feedback from parents, teachers & TAs		
6	<b>Attendance Project</b>	To achieve 95% whole school attendance for 2020/21 & 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%. In 2020-201 the gap was 1.7%  <u>Actions</u> >close monitoring >meetings with parents >EWO involvement where necessary	Continued investment	£238.92
7	<b>Learning outside the classroom</b>	To improve pupils' opportunities to learn outside the classroom, accessing different learning experiences	Subsidised school trips 50% for all pupils and 100% for PP families	Continued Investment	£3,975.65
8	<b>Healthy snacks</b>	To improve health & wellbeing, as well as behaviour, social interaction skills & eating manners.	All pupils have access to healthy snacks during their breaktime to support better concentration, mental & physical growth.	Continued Investment	£4,735.13
9	<b>Targeted academic support</b>	To improve and implement consistent academic support for pupils across the school.	All teaching and learning assistants have received professional development to support with consistent strategies to implement academic support.	Continued Investment	£4,678.16
10	<b>Comfy Reading Scheme</b>	To continue to build a culture and love of reading	All pupils engage in comfy reading, daily to engage, enhance and develop a love of reading.		£2,283.39
<b>Total Cost</b>					<b>£53,493.53</b>

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 £1,198.53 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 20-21 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):

- 8 achieved a 'PASS'
- 8 achieved a 'MERIT'
- 4 achieved a 'DISTINCTION'

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 14 Y11 pupils in 20-21:

- 10 Non-PPG
- 4 PPG

It is difficult therefore to draw any comparisons in terms of performance between PPG and Non-PPG pupils as the cohort is small.

	Pupil Premium	English Lang	English Lit	Maths	Science	Core Science	Add	History	Geography	Computer Sci	No of 4+
1		C		4	3	2					2
2	Y	C	5	3	3	3					2
3		B	3	3	2	2					1
4		B	5	7	8	7			7		6
5	Y	C	4	5	4	4					5
6	Y	C	6	4	5	5					5
7		B	7	6	6	5	A*				6
8	Y	C	6	4	5	5					5
9		B	5	2	3	2					2
10		B	7	6	7	6	A*				6
11		A	8	6	6	5	A*				6
12		D		4	6	5					3
13		C	4	4	5	5	E				6
14		B	5	7	7	7	B		8		7

#### Key points

64% (9/14) of students achieved 4 or more GCSE above grade C/4

71% (10/14) of Pupils achieved both Maths and English GCSE above grade] C/4

#### Comparison of PPG and Non-PPG

There is no statistical difference in PPG and Non-PPG In Year 11 4/14 pupils were PPG. Of these 4 pupils 3 achieved 5 GCSE at grade 4/C or above.

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
- Utilising additional covid recovery and tutor funds to support any PPG pupils with additional tutoring.
- 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.