

# Pupil premium grant expenditure: Report to parents – 2019/20

---

## Overview of the school

Number of pupils and pupil premium grant (PPG) received		
Total number of pupils on roll – Years 7-11	727	
Total number of pupils eligible for PPG		<b>NUMBER</b>
	Years 7-9	36
	Year 10	15
	Year 11	8
	<b>TOTAL</b>	<b>59</b>
Amount of PPG received per pupil	£935	
<b>Total amount of PPG received</b>	<b>£55,165</b>	

## Nature of support in 2019/20

Numbers of pupils eligible for Pupil Premium have fallen significantly in recent years. However, it remains a school priority and this came into sharper focus during the Covid-19 lockdown and the particular challenges this presented. Support included a focus on:

- *High quality teaching and learning for all*: Sutton Trust research indicates that the impact of excellent teaching on outcomes is particularly significant in the case of disadvantaged learners. Investment in CPD included the introduction of faculty-led T&L groups for all teaching staff, along with funding our continuing commitment to external courses
- *High expectations for all*: ambitious targets and support/ intervention as appropriate
- *Sharp focus on the data*: Outcomes for Pupil Premium learners was a key focus in all in-year data analysis, with staff and pastoral leaders making interventions as necessary
- *Financial support* towards enrichment activities, music lessons and educational visits
- *Tutor support*, including individual audit of barriers to learning and extra-curricular involvement at Mentoring Day
- Investment in additional *tailored individual careers support*: support to ensure Year 11 pupils had a meaningful plan for their “next steps”

- *Enrichment/ Cultural Capital* including funding of *Digital Theatre +* (giving online access to over 1000 performances plus interviews/ educational resources). From January to October 4291 plays/articles were viewed by pupils/staff. In lockdown usage increased by >2000%
- A range of *departmental initiatives*: this included provision of additional resources such as revision books and the purchase of ingredients in Food lessons

Whilst the impact of lockdown was clearly different for all families, we were very aware that there was a greater risk that disadvantaged learners would be affected adversely by lack of access to teachers/ digital learning and lack of routine. Support during lockdown included:

- A focus on maintaining *high quality teaching and learning* – this has remained the most important lever schools have to maintain strong outcomes for the disadvantaged. This was a key focus in departmental meetings held remotely.
- *Digital Access*: Laptops/ routers were provided to pupils in need of devices to access learning
- *Food vouchers* were provided to all pupils registered for FSM
- *Stationery packs* were organised for PP learners to ensure they were equipped for September re-opening
- *Individual support*: Contact was made by phone with PP learners to audit learning needs and wellbeing
- *HOLs were proactive* in supporting pupils who were not engaging with remote learning

## Measuring the impact of Pupil Premium Grant spending

The statistical significance of external and internal data for PP learners is affected by the small sample size. However, PP learners across all year groups progress strongly, and support was tailored to individual needs.

### **GCSE OUTCOMES 2020**

#### **ACADEMIC PROGRESS**

Data needs to be considered in the light of the unique circumstances in which GCSE outcomes were determined. There is some evidence at national level that the academic performance of disadvantaged pupils tends to be *under-predicted*. However, progress was strong for Herschel's PP cohort and their excellent outcomes allowed them to move successfully onto the next stage of their education.

	Progress 8 Score	
	Disadvantaged	School
<b>Overall</b>	<b>0.7</b>	<b>1.02</b>
English	1.07	0.65
Maths	0.47	1.1
Science	0.86	1.29
<i>Overall 2019</i>	<i>0.57 (16 pupils)</i>	<i>0.97</i>
<i>Overall 2018</i>	<i>0.75 (20 pupils)</i>	<i>0.5</i>

## ACADEMIC ATTAINMENT

- **Attainment 8 for disadvantaged pupils was in line with that for the cohort as a whole.**
- **Attainment in English and Maths for disadvantaged pupils was strong.**

	HGS - DISADVANTAGED	HGS - ALL
Attainment 8	75	76
Grade 5+ in English	100%	98%
Grade 5+ in Maths	100%	100%
Achieving the eBacc	38%	24%

## DESTINATIONS

- 100% of disadvantaged learners continued into sustained education
- All bar one (88%) of these learners remained at Herschel (a higher proportion than for the cohort as a whole)

### Looking forward: Pupil Premium in 2020-21

Total number of pupils on roll – Years 7-11	742
Total number of pupils eligible for PPG	<b>71</b>
Amount of PPG received per pupil	£955
<b>Total amount of PPG:</b>	<b>£67,805</b>

## Priorities for the use of the Pupil Premium grant in 2020-21

Priorities will be shaped by the school's response to the pandemic.

The school's focus on well-being will apply with particular emphasis, ensuring disadvantaged learners have the support needed to flourish at school. Their well being will be a focus for Heads of Learning, tutors and subject staff.

The school retains its focus on providing engaging lessons and effective support for all learners. This priority will be seen in our investment of time and resource in CPD; sharing of good practice will include consideration of how we adapt T&L in the light of current restrictions.

The development of the use of digital technology in learning is a whole-school priority. A focus for use of the PP grant will be ensuring that no Pupil Premium learner is disadvantaged by limited access to on line teaching/ resources.

Use of the "Catch-up Premium" will be a focus for the school as a key tool to support outcomes for disadvantaged learners

Opportunities for enrichment will be affected for all learners this year and very few educational visits are likely to take place. However, staff are being creative in adapting to circumstances and are arranging enrichment activities; PP pupils will be supported in accessing them. Subsidised music lessons are running.

We will continue to fund staff capacity for collection and analysis of student progress data to inform focused intervention

Focused intervention, beyond that already provided as part of the taught curriculum, will take place to address identified underachievement

Departments can access funding to provide resources that will assist disadvantaged pupils

Tailored individual support will be provided to ensure Year 11 pupils have a meaningful plan for their "next steps"