



Pupil
Premium
Strategy

September

2020

Originator: Mr P Wilson (Assistant Principal)

Next review date: September 2021

What is the Pupil Premium?

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM) or have been in local authority care at any point. It is also available for children of service personnel. It is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

The DFE has given us the freedom to use the Pupil Premium grant as we see fit, based upon our knowledge of our pupils' needs. However, we are accountable for the use of this additional Pupil Premium funding.

The purpose of the Pupil Premium Policy

Statistics indicate that in England and Wales there is a significant gap in the academic performance (attainment and progress) of pupils who receive free school meals (and/or who are looked after or previously looked after) and those who are not. On average, they underperform academically compared to their peers. The reason for this gap is complex but it should be noted that many disadvantaged pupils (DP) pupils do exceptionally well in school.

As such, we have used the Pupil Premium funding in a number of different ways, as outlined in this document. The grant has been used to either expand existing initiatives or to fund new strategies to provide support, intervention and enrichment activities. We will also make sure decisions about the spending of Pupil Premium funding is based on educational research and that data analysis and knowledge of children is used to identify barriers and individualise intervention.

This document is a strategy for the 11-16 provision at Ripley St Thomas Church of England Academy. Further provision and arrangements are made in the sixth form through bursary applications in Years 12 and 13.

Pupil Premium funding for 2020-21

Disadvantaged pupil	Pupil Premium per pupil
Pupils in Year 7 to Year 11 entitled to free school meals in the previous six years (Ever 6 FSM).	£955
Looked After Children (LAC).	£2,345
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order.	£2,345
Pupils recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence (Service Children).	£310

Headlines

Circumstances in 2019-20 means that the results will not be published.

The progress of disadvantaged pupils at our school is significantly above those non-disadvantaged pupils nationally at the same starting point. Thirteen percent of our 2018-19 leavers qualified for the Pupil Premium funding.

A very strong three year trend in the improvement of progress of disadvantaged pupils is evident at the school as can be seen in the table below.

The gap between disadvantaged and non-disadvantaged pupils has narrowed significantly in 2018/19.

Disadvantaged pupils at Ripley St Thomas achieved 9-5 in English and Maths above the national averages for non-disadvantaged pupils. On the latest results this is 46% compared to 42.7% nationally.

Over two thirds of pupils qualifying for the pupil premium achieved five standard passes (9-4) including English and Maths. This continues to improve.

Attainment and Progress – Impact of Pupil Premium

The data below incorporates all strands of the Disadvantaged Pupil (DP) funding identified above.

Students in cohort	2017: 259	2018: 256	2019: 263
Pupil Premium students in cohort:	24 (9.26%)	39 (15.23%)	33 (12.54%)
Progress 8 All Pupils	0.05	0.27	0.24
Progress 8 Non DP	0.10	0.35	0.26
Progress 8 DP	-0.38 National: -0.43	-0.14 National: -0.40	0.11 National: -0.42 (TBC)
Attainment 8 All Pupils	51.96	51.65	51.0
Attainment 8 Non DP	52.8	52.9	54.5
Attainment 8 DP	43.54	47.4	47.4
9-4 in English and Maths All Pupils	220/259	210/256	217/263 83%
9-4 in English and Maths DP	14/24	29/39	23 /33 70%
9-5 in English and Maths All Pupils	158/259	160/256	164/263 62.4%
9-5 in English and Maths DP	10/24	20/39	15/33 46%
9-5 in English All Pupils	190/259	187/256	198 75.3%
9-5 in English DP	15/24	26/39	18/33 55%
9-5 in Maths All Pupils	183/259	184/256	187 71.1%
9-5 in Maths DP	12/24	25/39	18 55%
Five standard passes (9-4) including EM All pupils	210/259	194/256	201/263 76.4%
Five standard passes (9-4) including EM DP	14/24	26/39	19/33 58%
Five strong passes (9-5) including EM All pupils	157/259	150/256	151/263 57.4%
Five strong passes (9-5) including EM DP	10 /24	20/39	12/33 36.4%

Attendance Data for 2019-20 (Up to school closures in March 2020)

Year	2019-20 (%)		(%)
	DP	Non DP	All
7	94.73	96.47	96.31
8	91.6	95.5	94.15
9	88.06	93.82	92.63
10	87.57	94.67	93.77
11	95.04	94.25	94.33
Overall	91.40	94.94	94.25
Gap	3.54		

Pupil Premium Strategy 2019-2020

Disadvantaged pupils nationally can face many barriers to educational achievement.

The following is the strategy and **projected** spending to address potential barriers to learning. *We do of course view all pupils on an individual basis and ensure the correct support is put in place to ensure progress. The projected spending budget below may change depending on individual barriers to learning that need supporting and the school is committed to ensuring we approach our strategy in a prudent manner.*

The school will receive **£205,295** of Pupil Premium funding for 2020-21.

Approach	Objective	Evidence Base	Expected Outcome	Cost
Quality first teaching	To ensure all PPR pupils experience high quality teaching.	EEF (Education Endowment Foundation) – High impact, strong evidence base.	A large majority of pupils require limited intervention due to high quality first teaching.	£31,180
Support staffing	To provide mentoring support for pupils who face barriers to learning.	EEF - Mentoring	Address barriers to learning including literacy, numeracy and careers guidance . Offer support to academic work.	£42,115
Maths and English Intervention, Small Group work and 1 to 1.	Improve core subject GCSE grades of pupils below target.	EEF – High and moderate impact (4-5 months)	Higher GCSE attainment than predicted.	£28,000
Accelerated Reader and Lexia programme.	To increased reading proficiency of pupils at KS3.	Internal data, accelerated reader assessments and EEF report on accelerated reader.	Improved reading proficiency of PPR pupils relative to peers.	£5,500

Approach	Objective	Evidence Base	Expected Outcome	Cost
Educational psychologist	To identify complex barriers to learning and create strategies.	Required for external some external support such as EHCPs.	Allow pupils access to support for high level needs.	£6,000
Whole school behaviour improvement	To ensure whole school behaviour is impeccable. Make sure our most vulnerable students experience a purposeful and calm learning environment.	EEF – Behaviour intervention	Learning not disrupted by poor behaviour.	£8,000
Behaviour intervention	To create behaviour change in disadvantaged pupils whose behaviour is a barrier to learning.	EEF – Behaviour intervention	Reduce the risk of exclusion of most vulnerable, disadvantaged pupils.	£15,000
Attendance Improvement	Improve overall attendance across the school.	National data on attendance and achievement.	Improve the attendance of all pupils across school despite any barriers that present themselves.	£16,000
External agency working with pupils at risk of exclusion	Improve social and emotional skills of pupils at risk of exclusion.	Internal data and previous experiences	Reduce risk of exclusion and develop social and emotional skills.	£5,000
Transport to school	Increase attendance	Internal data	Increased attendance of pupils with previously concerning attendance levels.	£15,000
Summer School	To improve transition to secondary school for most vulnerable pupils.	EEF – Discover summer schools	Very effective.	£3,000

Counselling	Part-time counsellors to support pupils who are facing emotional barriers to learning.	EEF – Moderate impact	Address social and emotional barriers to learning.	£14,000
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Approach	Objective	Evidence Base	Expected Outcome	Cost
Music tuition	All year 7 and 8 pupils are offered music tuition on an instrument of their choice.	EEF – Arts participation.	Increase engagement and cultural capital of disadvantaged pupils.	£2,500
Educational Trips	Pupils have equal access to cultural and educational trips as their peers.	EEF – Arts participation	Ensure equal access for educational experiences.	£2,500 TBC (Covid-19)
Careers provision	Pupils achieve equal access to careers provision.	EEF – evidence summaries	Apprenticeship visits, external speakers, workplace visits.	£5,000
Uniform	Pupils feel part of the school and reduce anxieties about difference.	EEF – Limited impact but vital for inclusion and well-being.	Make sure all pupils feel included and physically part of the school	£2,000
Revision guides for all GCSE subjects	Pupils have equal access to revision guides than peers.	Previous GCSE results	Enable access to revision and raising of attainment.	£1,000
Homework club (Printing, resources), stationary shop.	Ensure equipment and nutrition aren't barriers to learning.	EEF – Homework, extended school day.	Remove material barriers to learning.	£1,000
Duke of Edinburgh Funding enrolment and equipment	Provide all year 10 pupils with funding for D of E.	EEF – Outdoor adventure learning.	Increase opportunities to develop resilience and grit.	£2,500

Success criteria

1. No in school gap in progress between DP and Non DP.
2. Positive Progress 8 figure for DP pupils.
3. Support the barriers to literacy through targeted intervention.
4. High prior attainment DP pupils achieve in line with their peers.
5. Attendance of DP pupils is at the expected national average for all pupils.