Pupil Premium Strategy Report: 2019/20

Summary information					
School	Alderman Knight School				
Academic Year	2019/20 The financial data is taken from 1/4/2019 to 31/03/2020 as this is how the money is paid to the school	**Total PP budget**	**£ 54,800** (actual spend is in excess of £66,915)	**Date of last Pupil Premium review**	Sept 2019
Total number of pupils	154	**Number of pupils eligible for PP**	45	**Date of this review**	Sept 2020

| Attainment of pupils 19/20   - Evidence in Standards data Sept 2020 |
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| **School Context**
Figure 1- Number of Pupils Eligible for PP Funding Across Key Stage 1-4 taken as of 31.03.2020
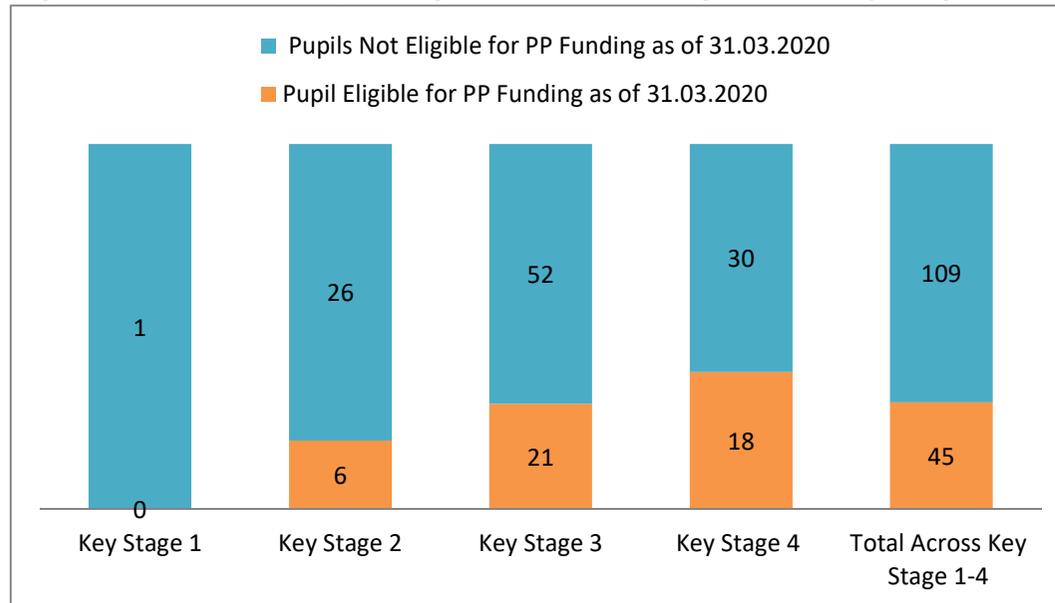
During the academic year 19/20 the school received funding for 45 pupils through Pupil Premium for the fininal year starting on 01.04.2019 to 31.03.2020. However 7 of the pupils left at the end of July 2019. Therefore 38 pupils remained on the PP list for the period 01.09.2019 to 31.03.2020. Another 6 pupils |

were added to the list as of 01.04.2020 . Figure 1 shows the percentage of pupils who receive the PP funding in each Key Stage across the school. These figures do not include pupils who receive universal free school meals. Figure 2 show a breakdown of pupils across the school who receive PP for the different categories of funding.

Figure 2 PP Funding Category across all Key Stages
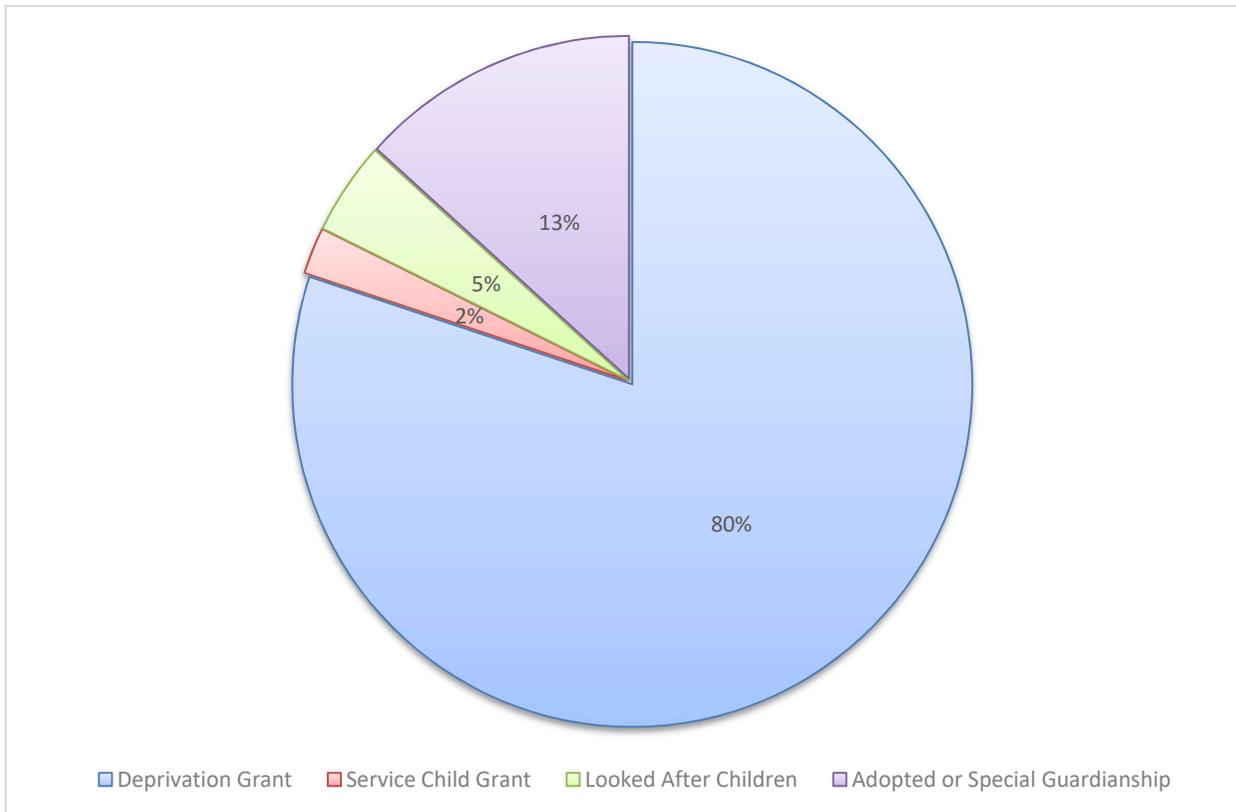
Table 1- Current Progress of Whole School across KS 2, 3 and 4 (the total number of pupils used in this data analysis is 120 this excludes P16 students, pupils who started midway through the year and any pupils who were not on role in Feb 2019.

Subject	Pupils eligible for PP	Pupils not eligible for PP
% making good or better progress in KS2 English from Feburary 2019 to Feburary 2020	100% (4 out 4 of pupils)	84.2% (16 out of 19 pupils)
% making good or better progress in KS3 English from Feburary 2019 to Feburary 2020	75% (12 out of 16 pupils)	76.9% (30 out of 39 pupils)
% making good or better progress in KS4 English from Feburary 2019 to Feburary 2020 (Based on Teacher Assessment)	76.5% (13 out of 17 pupils)	80% (20 out of 25 pupils)
% making good or better progress in KS2 Maths from Feburary 2019 to Feburary 2020	100% (4 out 4 of pupils)	78.9% (15 out of 19 pupils)
% making good or better progress in KS3 Maths from Feburary 2019 to Feburary 2020	93.8% (15 out of 16 pupils)	76.9% (30 out of 39 pupils)
% making good or better progress in KS4 Maths from Feburary 2019 to Feburary 2020 (Based on Teacher Assessment)	76% (12 out of 17 pupils)	52% (13 out of 25 pupils)
% making good or better progress in KS2 Science from Feburary 2019 to Feburary 2020	100% (4 out 4 of pupils)	68.4% (13 out of 19 pupils)
% making good or better progress in KS3 Science from Feburary 2019 to Feburary 2020	68.6% (11 out of 16 pupils)	60.5% (23 out of 38 pupils*)
% making good or better progress in KS4 Science from Feburary 2019 to Feburary 2020	100% (17 out of 17 pupils)	76% (19 out of 25 pupils)

(Based on Teacher Assessment)		

* One pupil was on an alternative curriculum and did not attend science.

For the data in Table 1 the total number of pupils analysed was 37. This is different to the total number of PP pupils at school as shown in figure 1 this is due to seven of the pupils being new to the school in Sept 2020 and therefore would not have data in Feb 2019. One pupil did not attend due to being in hospital but she was still on role with the school. The reason the data was analysed over the period Feb 2019 to Feb 2020 was due to COVID 19 and lockdown. A proportion of the school population was back in as of 1st June 2020 and the curriculum was organised differently due to bubbles there was no data collection point in June as normal. Therefore the data has been analysed over Feb 2019 to Feb 2020 instead of June 2019 to June 2020 as it has been with previous years. This needs to be taken into account when comparing the the data to previous years.

When we analyse the data in table 1 it can be seen that those pupils in receipt of pupil premium achieved better than the rest of the cohort in Maths and Science at all Key Stages. In English pupils in KS2 achieved better than the rest of the cohort and the data for PP and Non PP in KS3 and KS4 were slightly lower but similar. The whole school data shows that the vast majority of pupils make good or better progress in English and Maths up to KS3. There is a slight dip in the progress of all pupils in Maths in KS4 which in part in due to some qualifications being disconintued and pupils being entered for the GCSE instead. The results for PP pupils are comparable if not better in many cases to the rest of the cohort. These results mirror the whole school data in all subjects.

Table 2 Outcomes of pupils who receive PPG funding in each Key Stage

Key Stage 1-3 Pupil Premium (20 pupils)	Steady (Below expected)	Good (Expected Progress)	Outstanding (Above Expected)	Good or Better Progress
English	20% (4 pupil)	40% (8 pupils)	40% (8 pupils)	80% (16 pupils)
Maths	5% (1 pupils)	35% (7 pupils)	60% (12 pupils)	95% (19 pupils)
Science	25% (5 pupils)	35% (7 pupils)	40% (8 pupils)	75% (15 pupils)

Key Stage 4 Pupil Premium (17 pupils)	Steady (Below expected)	Good (Expected Progress)	Outstanding (Above Expected)	Good or Better Progress
English	23% (4 pupils)	35.3% (6 pupils)	41.2% (7 pupils)	76.5% (13 pupils)
Maths	23% (4 pupils)	70.1% (12 pupils)	5.9% (1 pupil)	76% (13 pupils)

| Science | 0% (0 pupils) | 100% (17 pupils) | 0% (0 pupils) | 100% (17 pupils) |

For information on how progress is monitored at Alderman Knight School please see assessment policy on the school website. Alderman Knight uses age-related expectations to inform AKS stages. Progress towards AKS Stages is monitored three times a year. Previous school data from Alderman Knight has shown steady progress is 2 sub stages, good progress 3 to 4 sub stages and outstanding progress is 5 or above sub stages over the year. Outstanding progress would be equivalent to the progress made over a year in a mainstream school.

Analysis

English
- In English at Key Stage, 1-3 progress is outstanding with 80% of PPG achieving at least good progress with half of all pupils achieving outstanding progress. At Key Stage 4 progress is also outstanding with 76.5% of PPG achieveing good or better progress with the majority making outstanding progress.

Maths
- Progress across key stages 1-3 is outstanding with 95% of pupils making good or better progress with the majority being outstanding. Pupils at Key Stage 4 make overall good progress.

Science
- In Science, pupils in receipt of the PPG achieve well in Key Stage 1-3 with the majority of pupils making outstanding progress. In KS4 PPG all pupils made good progress.

Overall in Key Stage 4 all pupils achieved their predicted qualifications through calculated grades due to the COVID pandemic. The teachers of KS4 pupils across the board worked hard to provide folders of evidence for each pupil to ensure these calculated grades were in line with previous results.

It is important to note that last year was not a normal school year with the COVID lockdown happening during term 4. For the period from the 20th March to the 1st June the school was closed to all but the very vunerable pupils. During this time the school put in place provision for three pupils who needed the support. From the 1st June the school was open to all pupils whose parents wanted them to attend. This offer of on-site education was taken up by 52% of the whole school population. When the attendance of just pupil premium pupils in term 6 was analysed it showed that 47.7% of those pupils who are elileble for pupil premium funding attended during term 6.   It is important to note that the school worked incredible hard during the last three terms to ensure all pupils were supported in their education whether at school or not through continuing to provide high quality remote education. During the Autumn term the school sent out a questionnaire to gather the views on the remote education provided during the lockdown (20th March to 1st June). The results of the

questionnaire were excellent with parents rating remote education as 4.3 stars out of 5. There were a large number of very positive comments about the school's provision for all pupils during this difficult time.

Please note analysis has been undertaken for all other year groups in order to compare progress of pupils with and without PP through whole school review of standards and in Subject Reports and self-evaluations. The data shows the majority of pupils in receipt of pupil premium do equally as well as those without

Overall
- **Those pupils in receipt of pupil premium grant make at least the same amount of academic progress as those pupils who do not receive the grant. In many cases the pupiks who receive the grant make better progress than the rest of the cohort. Some of these values should be taken with caution due to the low numbers of PPG pupils in each cohort.**

Extract from 19/20 Behaviour Report – Pupil Premium and Children-in-Care

Only 1 of the top 10 most challenging pupils are categorised as Pupil Premium. Table 3 provides a summary of the behaviour observed by pupil premium pupils and children-in-care. Pupil Premium Pupils only account for 15% of the schools challenging behaviour in the last Academic Year, even though they form 25% of the school population. This is an exceptional result considering these are some of our most disadvantaged pupils. The two Children-in-Care didn't receive any sanctions in the last Academic Year. Efforts continue to be implemented to try and help these pupils manage their behaviour.

Table 3. Analysis of behaviour sanctions for PPG and whole school population

Pupil Group	Percentage of Behaviour
Pupil Premium *(25% of the school population)*	15%
CIC *(1% of the school population)*	0%
Remaining Pupils *(74% of the school population)*	85%

Review of expenditure: £54,800 /45 eligible pupils

i. Quality of teaching for all				
Desired outcome	**Chosen action/approach**	**Impact**	**Lessons learned**	**Cost 19/20**
A. Improve pupils' attainment and progress in core subjects of English and mathematics	Pupils would be highlighted by subject leaders at the end of assessment period. PP pupils progress is reviewed by all staff following each assessment period. Basline testing carried out via LASS diagnostic assessment. Pupils may have small group work or 1:1 targeted intervention. Literacy and numeracy software programmes, Accelerated Reader, Spellodrome, Mathletics are used regularly with pupils to help them improve their numeracy and literacy skills. School works with home to encourage consolidation of literacy and numeracy using Accelerated Reader, My Maths and Purple Mash for spelling. Parents evenings focusing on use of these programmes held in school and discussed individually at PEP/ LAC EHCP reviews	The impact of interventions for those PP Of the 2 PP pupils who received targeted intervention in English. Both of these pupils made outstanding progress at the end of the year even though some of these pupils were below target at the beginning of the year. Baseline testing has been used to support all subjects across the school and has been included on learning maps. This has been useful to teachers to build on progression and maintain standards of literacy and numeracy is all subjects. Literacy and numeracy software has been supporting all pupils across each key stage and has contributed to whole school results.	This year we implemented a new reporting structure where subject leaders provided a summary of progress in their subject after each assessment period. This was used to highlight the pupils that needed interventions in English and Maths. This process took quite a lot of time and the interventions did not start until mid way through term 2 and as they had to stop in term 4 there was not enough time to analyse the impact of these interventions fully for a wider group of pupils. We had planned to offer more interventioms in term 3 and 4 to more PP pupils. During 20/21 this process will be quicker and pupils will be identified sooner.	£18 500 was allocated to staffing to support quality teaching for all as well as additional resources. Cost of interventions in English and Maths and costs of C+I sessions. Some of this money will be carried over to 20/21 due to lockdown and no interventions running in terms 3, 4, 5 and 6.
B. Pupils improve their communication and interaction to become confident communicators in a range of different situations.	Increased time provided for tutor and PSD sessions a total of approximately 11 hours over the fortnight. Tutorials focus on C+I and work with pupils focuses on identified C+I needs – small group, 1:1 work, work with S+L therapist. Pupils social development is tracked through PSD passport. These pupil passports have been introduced to monitor and enable planning for progression relating to C+I and other key life skills. These have ben paperbased in the trail phase and more	Personal Social Development was judged to be outstanding in recent Ofsted inspection. Pupils personal and social developmet is well catered for across the school. Pupils and parents feel well supported (evidence in SOAP 19/20)	PSD passport system has been implemented and now needs to be fine tuned to ensure it is appropriate for all phases. Pastoral support has been restructured to provide increased support for tutor teams.	

| | recently an electronic system has been trialled.

Access and support to learning mentor and pastoral support co-ordinator. | | | |

ii. Targeted support

Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost 19/20
C. Pupils have access to appropriate support and counselling to help them cope more effectively with anxiety and manage change more effectively and their behaviour improves. The school has a new pastoral support team to help pupils manage anxiety and change.	Identified pupils receive regular input from learning mentor.

The school liaises with and buys in additional support from external agencies to reduce barriers to learning and behaviour, for example:

Bereavement counselling as needed

Referral and assessments to Educational Psychology Service

Appointment of two pastoral support assistants

Whole staff training
Play therapry | Personal Social Development was judged to be outstanding in recent Ofsted inspection.

Pupils personal and social developmet is well catered for across the school. Pupils and parents feel well supported (evidence in SOAP 19/20)

The feedback from pupils re the impact of their time with the learning mentor show that this is very valuable resource and helps pupils gain in self-confidence and are confident to talk to a wider range of people to share concerns and anxieties.

An increased number of staff have been able to access mental health training to support their roles in school.

A number of pupils accessed play therapy through an on site provision for 12 week blocks. Each 12 week session cost £400 per pupil. 3 Pupils accessed this during term 1, 2 and 3 and the plan was that more pupis would access this intervention later in the year.

Weekly welfare calls to all pupils during lockdown. Excellent feedback recievd from parents in the remote education questionnaire | Pastoral support has been restructured to provide increased support for tutor team and to support increase in pupils numbers and complexity of needs. Pupils were able to access support before and throughout the lcokdown period.

More provision needs to be identified for the increase of pupils on role.

Play therapy was very benefical for some of the pupils and will continue when we are able to provide it.

Additional interventions that can be carried out with in house staff are needed whilst restrictions are in place for COVID. | £42,415 |

| D. Pupils have a broader range of experiences and opportunities and engagement in learning is increased | Pupils continue to have access to Forest schools and swimming.

Non-contact inclusion rugby sessions weekly

Riding for the disabled

All PP pupils enabled to take part in residential holidays

Pupils are enabled to cook weekly with their peers and food taken home to share with parents. PP pupils can have support with the cost on ingredients. Parents are invited to take part in family cookery sessions.

PP pupils encouraged to join in with Duke of Edinburgh

Transport and all costs provided for families and pupils to enable access to out of school events such as Cattle Country, Malvern Splash, Cheltenham Everyman, The Roses Theatre, family walks | Personal Social Development was judged to be outstanding in recent Ofsted inspection.

All pupils across the school, irrespective of their needs have access to an incredibly wide range of opportunities.

Cost of these is no barriers to pupils and PP monies is used to ensure this.

Pupil feedback suggests that the practical activities and opportunities to take part in extra- curricular activities are some of the most popular times for pupils.

Forest school is a fantastic way of supporting personal development and promoting health and well-being and developing key skills such as communication and interaction.

Parents value these additional opportunities highly take up for out of school activities, summer school activities and family outings is very high with many PP children and their families participating. | The majority of these additional events were not able to happen due to COVID pandemic, lockdown and the bubble structure. Half of this money will be carried forward to next year to support these additional activities when they are allowed to resume. | **£6000** |

Summary statement within the school's self-evaluation form.

Please note the school's self-evaluation of outcomes for the vast majority of Pupil Premium children indicates that they do as well as all other children across the curriculum irrespective of age or need.

Key areas of expenditure include:
- Higher staffing levels for focused literacy and numeracy groups in KS3 (Y7 Catch up also supporting this)
- The on-going provision of the school's Pastoral Support Co-ordinator
- Extension of the Pastoral Support team
- Purchase of additional sensory equipment (e.g. weighted vests, fidget toys) for use across the school and for loaning to families

- o Purchase of additional educational software for Maths and English including My Maths, Purple Mash and accelerated reader. Review of current provisioin for Phonics.

- o Contributions towards am extensive range of extra-curricular and external activities and visits, including Forest School, swimming lessons, cookery ingredients and RDA.
- o Whole staff and individual staff training to support specific pupils in school as well as support positive mental health.
- o External alternative counselling and assessments for targeted individuals. This included
  - Referrals and assessments undertaken by Independent Educational Psychology Services and sensory occupational therapist
  - External Play Therapists running 12 week blocks of session for specific PP pupils.
  - Bereavement counselling

With the exception of the final item, all of the above have enhanced whole-school provision, with particular emphasis on our Pupil Premium children.

In addition please see the following to support review of Pupil Premium Report

1. **19/20 Achievement data for Y1 to Y5 and Y7 to Y10**
2. **Behaviour report 19/20**
3. **Example of Provision Mapping for Pupil Premium children and how it is used to support Children in Care reviews**
4. **Referrals to Educational Psychologist for bespoke work with PP children**
5. **Copy of a Pupil Passport showing how it can be used to support next steps in personal development**
6. **Whole School Improvement Plan reviews of 19/20 and School Improvement Plan 20/21**
7. **Subject improvement plans and Subject Leaders reports**
8. **Intervention plans and reports**