

Pupil premium report

Pupil premium spending 2020-21

SUMMARY INFORMATION			
School	Soham Village College		
Date of most recent pupil premium review:	Autumn 2019	Date of next pupil premium review:	Spring 2021
Total number of pupils:	1382	Total pupil premium budget:	£192910
Number of pupils eligible for pupil premium:	235	:	

STRATEGY STATEMENT

- One of this year's main priorities is ensuring that disadvantaged students catch up from missed learning over the lockdown period is targeted and effective. We are well aware that disadvantaged students are far more likely to have struggled to engage with remote learning and indeed engagement data for this time period shows this. It also the case that catch up funding and the NTP have been put in place to address this and as a school we are determined that through rigorous identification of need and monitoring of the effective use of both, we will ensure the most effective catch up for our disadvantaged students.
- The ownership of part of the PPG to subject areas, allowing them to bid for money through a PP plan and then evaluate the use of the PP money, through a RAG rated action plan is continuing to work well and there is an added emphasis this year on catch up and closing the gap. It ensures that all departments regularly review their use of PP money.
- **Our core approach at SVC is to:**
 - i) Focus on high quality teaching to ensure good progress for all groups, including PPG students
 - ii) Provide individual intervention, where appropriate to help narrow the gap between PPG students and other students
 - iii) To provide funding and opportunities for PPG students to take away barriers to learning and ensure that PPG students have the same educational opportunities as other students.
- The overall aims SVC pupil premium strategy
 - For SVC PP students to at least make the same progress as others nationally
 - To raise the in-school attainment of both disadvantaged pupils and their peers

Assessment information

END OF KS4 (FOR SECONDARY SCHOOLS)			
	Pupils eligible for PP	Pupils not eligible for PP	
	SVC	School average (2019)	National average (2018)
% achieving 9-4 English and maths	56.5% (44.6% nationally 2018)	74.6%	64.4
Progress 8 score average	0.02	0.47	0
Attainment 8 score average	4.0	5.5	

Barriers to learning

Academic barriers: (issues addressed in school)	
A	Engagement with remote learning, during lockdown, was much lower among disadvantaged students than other students. Lost learning during this time, now needs to be caught up, in order to ensure that the gap doesn't increase.
B	Progress at KS4 is much lower in comparison with non PPG students, despite similar levels of progress at KS3
C	Higher prior ability students underachievement is consistent throughout all year groups. Lack of organisation, resilience and aspiration affect the outcomes for some of that group

D	High proportion of PPG students are SEND. 26% of PPG students have SEN compared to 13% of non PPG students. PPG SEND students achievement is currently below average PPG achievement.
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External barriers (issues which require action outside school)

E	Attendance of PPG students is lower than non PPG students and they make up a higher proportion of persistent absentees.
F	Poor parental engagement for some PPG students. Lack of support with remote learning, homework, non-attendance at parents evenings and information events

Desired outcomes		Success criteria
A	Disadvantaged students who did not engage with remote learning, and/or have significant gaps in learning are identified and effective interventions are put in place to close the gap between them and their peers.	Those who struggled with remote learning have reduced gaps in residuals at the end of the academic year.
B	PPG students make similar progress to their peers at KS4. Monitor gaps in average residual/P8 every term and ensure individual PPG students are prioritized for intervention where appropriate. ARC project identifies and shares good practice already in place.	Gaps in residuals at the end of year 10 and 11 are reduced.
C	HPA PPG students make progress in line with their peers. PP aspirations project to focus on HPA and mentoring in place at KS4	The gap between HPA PPG students and their peers in all years is reduced.
D	PPG SEND students receive the support they need to engage and progress positively. Ongoing liaison between HoF and SENCOs.	The gap between SEND PPG students and their peers in all years is reduced
E	PPG students improve levels of attendance and levels of persistent absenteeism reduce within the group. Close monitoring and intervention from attendance lead and lower thresholds for PPG students	PPG students attendance and engagement improve
F	Contact with some PPG parents before Parents Evenings to encourage attendance.	PPG parents more involved in children's education.

Planned expenditure for current academic year

PLANNED EXPENDITURE					
ACADEMIC YEAR 2020-21					
Quality of teaching					
Intended outcome	Action	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Students who struggled to engage with remote learning have caught up with their peers	All departments to have a catch up plan in place that clearly outlines identification and actions.	Departments regularly review impact of PP intervention and adjust their interventions in line with evidence	PP plans and RAG rated reviews from departments. Lesson observations. SEFs	MWilcox HoDs	January 2021
Ensure all PPG students are making good progress in English and Maths	Extra classes in all year groups. This allows for smaller groups sizes, particularly with low prior attainers.	EEF Toolkit: Reducing class sizes 3+ months	Liaison with Directors of English and Maths. Progress checks to highlight areas for intervention	R.Hollingworth J.MacIntyre M.Wilcox	January 2021
High profile of PPG students with all staff to ensure that they are supported across the curriculum	All staff to use G4S to identify PPG students on seating plans. Lesson plans identify PPG students. All departments provide PPG plan and review of previous actions.	Departments regularly review impact of PP intervention and adjust their interventions in line with evidence.	PP plans and RAG rated reviews from departments. Lesson observations. SEFs	M.Wilcox HoDs	Summer 2021
Total budgeted cost:					£46000

Targeted support					
Intended outcome	Action	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To support PPG students identified as needing catch up	Use of NTP tutoring sessions to help with targeted catch up.	EEF Toolkit: Small group tuition 4+ months	Careful selection of tutors. Close collaboration between school and tutors.	M.Wilcox	Spring 2021
To support underachieving PPG students in specific subjects	Small group pre and post exam sessions, subject specific intervention sessions	EEF Toolkit: Small group tuition 4+ months	Analysis of performance data for students involved. HoF monitor and review.	HoF M.Wilcox	Spring 2021
To support a small group of PPG students through the option 8 programme	Students removed from one GCSE option and have 6 hours of study time	EEF Toolkit: Small group tuition 4+ months	A.Roberts to oversee and review. Monitoring of performance data for students involved on a termly basis	A.Roberts	Summer 2021
To support targeted PSG students in English and Maths	One to one tuition for a small group of PPG students	EEF Toolkit: One to One tuition 5+ months	Monitoring of progress of individual students in English and Maths. Feedback from tutors	M.Wilcox	Termly
Total budgeted cost:					£76000
Other approaches					
Intended outcome	Action	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

To improve attendance of PPG students	Contributing to the salaries of student services, attendance lead, family worker and counselling (based on 17% of students being PP) Introduction of new TLR3a focusing on PPG year 7 students attendance.	Concerns around PPG students attendance and higher levels of persistent absenteeism. Experience shows PPG students often need a higher level of support	Weekly monitoring of PPG attendance and PA	R.Pearce M.Wilcox	Termly
To improve behavior and well-being of PPG students	Contributing to the salaries of student services, attendance lead, family worker and counselling (based on 17% of students being PP)	EEF Toolkit: Behaviour interventions 3+ months.	Log of names of those with support. Liaison with HoY about PPG students	A.Roberts F.Nieuwoudt HoY	Summer 2021
To help PPG students make successful transitions (from primary to SVC, KS3 to KS4 and SVC to post-16)	Ever-Ready induction day programme for PPG students, individual options interviews for all PPG students, individual IAG interviews and targeted post16 preparation for PPG students	Experience shows that PPG need an increased level of support from school at transition points. To help reduce second year NEET PPG students and improve progress for PPG students in years 7 and 10.	IAG programme reviewed termly by N.Oakhill and M.Wilcox. Year 9 students interviewed about options experience. Monitoring options changes. Monitoring of PPG in year 7	M.Wilcox R.Pearce N.Oakhill HoY	Termly
Total budgeted cost:					£73000

ADDITIONAL INFORMATION

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- PLEASE NOTE THE MARCH 2020 REVIEW HAS BEEN DELIBERATELY LEFT IN, TO SHOW A CLEAR REVIEW OF SCHOOL ACTIONS UP UNTIL LOCKDOWN.
- PPG REPORTING TO THE DfE WILL COVER 2019-2021, FOCUSING ON 2020-21
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- Impact of PPG grant funding September 2020 (KS4 results based on Centre Assessed Grades)
- Summary of disadvantaged students' outcomes: Positive P8 score in 2020, which was in line with 2019 results.
- In March 2020, the class of 2020 had an average P8 score of -0.36, compared the class of 2019, who had an average P8 score of -0.37 at the same point. This would suggest that their P8 by the end of the academic year was on track to be at or just above 0, which would be in line with students nationally. The results that were awarded, places the average P8 score for PP students at 0
- In 2019 the progress of our disadvantaged students was considerably better than the progress of disadvantaged students nationally and in line with all students nationally. There is no national data this year to provide a comparison.
- In the class of 2021, in April, there was a 1.0 difference in P8 score between PPG students and their peers. We will have a much more accurate snapshot following the mocks as to where this group is regarding progress.
- In KS3 PPG progress is difficult to gauge due to the lockdown. PPG student engagement with home learning was poor and catching those students up, is one of the priorities this academic year.

LOCKDOWN

69% of those students who were invited to attend school during lockdown, were students in receipt of PPG, which is 47% of all PPG students.

As well as those students who attended, there were a number of students who had enhanced welfare checks from a dedicated team, 66% of whom were in receipt of PPG.

As a school we provided 15 desktop computers to PPG students at the start of the lockdown, to ensure that they were able to access work. In June, once the government laptops had arrived in school, we provided 22 laptops and 9 wifi hotspots of PPG students. Paper copies of work were also provided to some students where appropriate.

The students still have the desktops and the year 10/11 students have been allowed to keep hold of the laptops.

The pastoral team also made a number of referrals to the local foodbank for some of our PPG students.

MID YEAR REVIEW					
ACADEMIC YEAR 2019-20					
Quality of teaching					
Intended outcome	Action	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Ensure all PPG students are making good progress in English and Maths	Extra classes in all year groups. This allows for smaller groups sizes, particularly with low prior attainers.	EEF Toolkit: Reducing class sizes 3+ months	Liaison with Directors of English and Maths. Progress checks to highlight areas for intervention	R.Hollingworth J.MacIntyre M.Wilcox	Spring 2020
High profile of PPG students with all staff to ensure that they are supported across the curriculum	All staff to use G4S to identify PPG students on seating plans. Lesson plans identify PPG students. All departments provide PPG plan and review of previous actions.	Departments regularly review impact of PP intervention and adjust their interventions in line with evidence.	PP plans and RAG rated reviews from departments. Lesson observations. SEFs	M.Wilcox	Summer 2020
Total budgeted cost:					£55000
Targeted support					
Intended outcome	Action	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

To support underachieving PPG students in specific subjects	Small group pre and post exam sessions, subject specific intervention sessions	EEF Toolkit: Small group tuition 4+ months	Analysis of performance data for students involved. HoF monitor and review.	HoF M.Wilcox	Spring 2020
To support a small group of PPG students through the option 8 programme	Students removed from one GCSE option and have 6 hours of study time	EEF Toolkit: Small group tuition 4+ months	A.Roberts to oversee and review. Monitoring of performance data for students involved on a termly basis	A.Roberts	Summer 2020
To support targeted PSG students in English and Maths	One to one tuition for a small group of PPG students	EEF Toolkit: One to One tuition 5+ months	Monitoring of progress of individual students in English and Maths. Feedback from tutors	M.Wilcox	Termly
Total budgeted cost:					£85000
Other approaches					
Intended outcome	Action	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To improve attendance of PPG students	Contributing to the salaries of student services, attendance lead, family worker and counselling (based on 17% of students being PP)	Concerns around PPG students attendance and higher levels of persistent absenteeism. Experience shows PPG students often need a higher level of support	Weekly monitoring of PPG attendance and PA	R.Pearce	Termly

<p>To improve PPG student engagement in school opportunities, including extra-curricular, trips and student leadership role</p>	<p>PP opportunities project (run by J.Schmidt). Funding to support trips, music lessons etc. Focused PP opportunities such as Arts Award and Museum of Anthropology trips</p>	<p>EEF Toolkit: Arts participation 2+ months Evidence that improved engagement with opportunities also helps improve overall engagement with school</p>	<p>J.Schmidt to set up project starting with year 7. G4S and PiXL Edge information</p>	<p>J.Schmidt M.Wilcox</p>	<p>Spring 2020</p>
<p>To improve behavior and well-being of PPG students</p>	<p>Contributing to the salaries of student services, attendance lead, family worker and counselling (based on 17% of students being PP)</p>	<p>EEF Toolkit: Behaviour interventions 3+ months.</p>	<p>Log of names of those with support. Liaison with HoY about PPG students</p>	<p>A.Roberts F.Nieuwoudt HoY</p>	<p>Summer 2020</p>
<p>To help PPG students make successful transitions (from primary to SVC, KS3 to KS4 and SVC to post-16)</p>	<p>Ever-Ready induction day programme for PPG students, individual options interviews for all PPG students, individual IAG interviews and targeted post16 preparation for PPG students</p>	<p>Experience shows that PPG need an increased level of support from school at transition points. To help reduce second year NEET PPG students and improve progress for PPG students in years 7 and 10.</p>	<p>IAG programme reviewed termly by N.Oakhill and M.Wilcox. Year 9 students interviewed about options experience. Monitoring options changes. Monitoring of PPG in year 7</p>	<p>M.Wilcox R.Pearce N.Oakhill HoY</p>	<p>Termly</p>
<p>Total budgeted cost:</p>					<p>£80000</p>

