

## COVID-19 Catch-up and Pupil Premium Impact Report

### 2020-21 Academic Year

#### Context:

Pupil Premium funding is allocated by the Department for Education to ensure that students of all backgrounds are able reach their full potential. Schools receive funding for students who have been in receipt of free school meals in the past 6 years, looked after children (LAC) and previously looked after children (PLAC), these groups when combined are classed as Disadvantaged.

It is the Academy's responsibility to choose how to best spend the allocated funds and it can be spent on students who need help but are not classed as 'Disadvantaged'.

The numbers of students classed as disadvantaged in the Summer Term are:

	<b>Number of Students</b>	<b>School %</b>	<b>National %</b>
<b>Disadvantaged Students</b>	39	21.66	27.7

The National figures above are from the DfE data from 2018 / 2019 for state-funded Secondary schools.

At Watling Academy, we have identified the following barriers to learning that our students often face-

All students classed as disadvantaged have a Pupil Premium Plan (PPP) the plan is student specific and is completed by their form tutor.

1	Limited aspirations (present and future).
2	Poor attitude to school- effort, homework, behaviour.
3	Lack of independent study skills.
4	Lack of support outside school and / or an unsettled home life.
5	Lack of funds to assist in accessing extra-curricular activities, school trips and visits, materials and equipment.
6	Low literacy skills.
7	Low numeracy skills.
8	Low self-esteem and lack of self-belief.
9	Poor attendance.
10	Emotional / social difficulties.
11	Lack of organisation
12	Lack of subject knowledge
13	Other

## Progress across the academic year:

1. Progress of disadvantaged students against milestone in all subjects, compared to non-disadvantaged students

- CLG = Current Learning Grade (End of Year)
- Exam = Exam result (End of Year)
- Milestone = End of Year 7 milestone target

	Non-Disadvantaged	Disadvantaged	Gap
Milestone APS	1.31	1.16	
CLG APS	1.68	1.52	
CLG v Milestone	+0.37	+0.36	-0.01
Exam APS	1.62	1.45	
Exam v Milestone	+0.31	+0.29	-0.02

- The gap between the progress of disadvantaged students and non-disadvantaged students is not statistically significant in either CLG or exam.
- Both groups have made more than expected progress

2. Progress of disadvantaged students against milestone in English and Maths, compared to non-disadvantaged students

### English

	Non-Disadvantaged	Disadvantaged	Difference
Milestone APS	1.29	1.19	
CLG APS	1.97	1.79	
CLG v Milestone	+0.68	+0.6	-0.08
Exam APS	1.87	1.73	
Exam v Milestone	+0.58	+0.54	-0.04

- The gap between the progress of disadvantaged students and non-disadvantaged students is not statistically significant in either CLG or exam
- Both groups have made more than expected progress

### Maths

	Non-Disadvantaged	Disadvantaged	Difference
Milestone APS	1.35	1.09	
CLG APS	2.40	2.05	
CLG v Milestone	+1.05	+0.96	-0.09
Exam APS	2.38	2.05	
Exam v Milestone	+1.03	+0.96	-0.04

- The gap between the progress of disadvantaged students and non-disadvantaged students is not statistically significant in either CLG or exam
- Both groups have made more than expected progress

Overall, there is a very small gap that is currently not statistically significant in the progress of disadvantaged v non-disadvantaged students and this is more pronounced in the two core subjects. This will be something to focus on during the academic year 2021-22 to ensure it does widen.

A key point though is that disadvantaged students are making more than expected progress against their milestone targets both in terms of CLG and Exam.

### **Strategies used to support PP students**

#### **CAT 4 assessments-**

- All students in the cohort sat CAT 4 assessments; providing standardised scores for all.
- Disadvantaged students future progress will be monitored and based on milestones that are established.
- Comparisons against Non-Disadvantaged students can be made and used to establish what the Disadvantaged gap is.

#### **NTP Tutoring-**

- Heads of Department identified Disadvantaged students who would benefit from support (from all ability levels).
- We used a company called Fleet tutors to supply online tuition, 4 additional Maths and English sessions after school for a 10-week duration.
- Students attending English sessions averaged 0.28 points more than their Milestone. In Maths the students averaged 0.93 points more than their Milestone.

#### **After School, Academy based intervention-**

- 2x 5 week, blocks of Maths tuition were provided for Disadvantaged and Non-Disadvantaged students by a specialist tutor.
- 6 Disadvantaged students were involved achieving 0.78 improvement above their Milestone.

#### **In lesson intervention-**

- Reading Intervention- Average reading age for Disadvantaged students accessing this intervention increased from an age of 7.05 to 9.19 between April and July.
- Numeracy intervention- 8 Disadvantaged students were involved in this intervention, whilst there was no direct measure of progress these students made 0.22 point progress above their milestone average.

### **Additional support-**

4 students accessed behaviour mentoring after incidents or persistent low-level disruption in class.

- 3 were helped with anger management issues.
- 5 received emotional support
- 1 receive mentoring on how to develop social skills and confidence.
- The learning support assistant noted positive outcomes in all but one of the above interventions

### **Lockdown support-**

- All Disadvantaged students were contacted on a weekly basis to ensure they were able to make progress.
- In order to allow student to have access to the internet we distributed 10 laptops and 2 SIM cards.
- Disadvantaged students were given access to the keyworker room and behaviour and attendance were monitored for online learning.

### **Equipment-**

- Over £500 spent on equipment for Disadvantaged students, this figure includes uniform, cooking ingredients and stationery.

### **Clubs-**

- Disadvantaged students have strong attendance at extra-curricular activities, 20 of the 39 students in the PP cohort have attended at least one after school club.

### **Teaching-**

- External CPD training on sound/profound teaching strategies, meta-cognition and self-regulation was provided to all staff.
- Staff training was given on completing Pupil Premium Profiles and identifying students' needs.

### **Pupil Premium Profiles-**

Every PP students has an individual profile monitored by their tutor and used to support teaching staff

- these contain relevant information about the Disadvantaged students, they identify barriers to learning and strategies to overcome them, attendance, behaviour points, house points, data from testing and report cards.