

## Pinner High School Pupil Premium Report 2019-20

### Objectives

- Attainment gap in English and Maths is closed between PP and Non-PP students
- Attainment gap between those who do not have additional barriers and those who are PP/SEN or PP/EAL and is closed.
- There will be no discernible difference between the uptake of extra-curricular activities for PP and Non-PP students.
- Students will have effective support systems in place to help their readiness to learn.
- There will be no discernible difference between the attendance rate of PP and Non-PP students and there will be a decrease in the number of PP students who are persistent absentees.
- PP students will have access to additional learning resources that they are able to use outside of school so that there is no gap between progress measures in GCSE subjects for PP and Non-PP

### Pupil Premium Costings:

The table below outlines Pupil Premium spending for 2019/20 and estimated spend for 2020/21:

ACADEMIC YEAR	2019/20	2020/21 (estimate)
<b>Total PP Funding</b>	<b>£109,648</b>	<b>£111,600</b>
<u>Quality of Teaching for all:</u>		
Staff CPD	£17,300	£19,000
CAT4 Tests	£2,300	£3,000
<u>Targeted Support:</u>		
GCSE Resources	£3,400	£3,500
Maths/English Interventions	£3,100	£3,500
Counsellors	£26,500	£27,000
Mentoring	£19,600	£20,000
IT/Other Resources	£15,000	£2,000
Educational Psychologist	£3,300	£3,000
Other Interventions	£850	£1,000
Uniform/Sports Equipment	£398	£600
<u>Other Approaches:</u>		
Period 7 Enrichment Clubs	£9,100	£20,000
Instrumental Support	£5,000	£5,000
Financial Support with Trips/ Duke of Edinburgh	£800	£1,000
Attendance Focus on PP	£3,000	£3,000
	<b>£109,648</b>	<b>£111,600</b>

## **Outcomes:**

Academic year 2019-20 saw unprecedented interruptions to schooling. This has meant our data reporting structures changed in March in the move to distance learning. The report will assess our last numerical data taken in January - March for which we use GCSE Fine Grades. From March - July we moved to interaction tracking, and an end of year summary of how far students had met our expectations. This should help in understanding the data and analysis below.

- E – Exceeding expectations – This means that your child has exceeded our expectations and is in line to be on track or above their Aspirational Target Grade in this subject.
- M – Meeting expectations – This means broadly your child is meeting expectations in line with their Aspirational Target Grade.
- N – Not yet meeting expectations – Your child is not yet be meeting our expectations in line with their target grade.

### ***Overall Progress PP***

September - March

- Year 7 - There was a 1% reversed gap.
- Year 8 - There was a 6% gap between PP and non PP.
- Year 9 - There was a 7% gap between PP and non PP.
- Year 10 - There was a 1% gap between PP and non PP.

Distance Learning - March to July

- Pupil Premium students were almost twice as likely to 'Not yet meet expectations' in subjects as non-pupil premium.

The period between September and March showed that there was a small gap or no gap between PP and other students. This had been achieved through consistent focus and hard work within teaching and learning to support students as outlined in the strategy statement. The gap however increased significantly during Distance Learning. During this time our provision for PP and vulnerable students increased and included online mentoring, form tutor calls, invitations to work in school and a focused monitoring of their progress. The catch up of these pupils and support in their transition back to school in September is a firm focus and remains so in all teaching and learning activities and data cycles.

### ***Vulnerable***

### ***Groups***

#### **SEN**

September - March

- Year 7 - No Gap - equal
- Year 8 - 8% Reversed Gap
- Year 9 - 11% Reversed Gap
- Year 10 - 1% Gap

#### Distance Learning - March to July

-Year 7 - 10 : SEN E Students outperformed non SEN, and SEN K underperformed students. SEN K were across all year groups more likely to receive 'Not Yet Meeting' than their non SEN, and SEN E peers.

The time in school clearly demonstrates the excellent support and provision we deliver in the classroom with reversed gaps in many cohorts. This was a more mixed picture with distance learning and this is due to the wide ranging and complex needs of our SEN students. Therefore the headline figures need more careful interpretation. EHCP students were one of the first groups to be invited back into school. Annual reviews continued and keyworker support was integral in their success. Reduced workloads supported their progress and rigorous tracking of their progress. SEN-K were less likely to receive a reduced workload or take up provision in school meaning they were assessed against higher expectations in many cases. SEN K will be a key focus on their return to full time schooling in September.

#### **EAL**

September - March

- Year 7 - 2% Reversed Gap
- Year 8 - 2% Reversed Gap
- Year 9 - 10% Reversed Gap
- Year 10 - 8% Reversed Gap

#### Distance Learning - March to July

- Year 7 - More likely to meet expectations than non EAL.
- Year 8, Year 9, Year 10 - Similar to non EAL with marginal gaps.

In school these students excel from both mainstream teaching but also a team of designated and specialist EAL teachers to support their learning. There were marginal gaps between EAL and non EAL during distance learning - this may have been due to the communication around expectations with parents and parental involvement. Overall they engaged well with distance learning.

#### ***Extra-Curricular Opportunities***

September - March

- Heads Challenge saw all students in Year 7-10 take part in two activities a week outside of their traditional curriculum.
- This included a collection of over 45 different clubs and activities in which all students participated. Vulnerable Groups were considered in the allocation and choice of these clubs, affording them opportunities to take part in the full suite of activities.
- Students from PP backgrounds were also on our Ski Trip in February and planned to attend the Spanish Trip at Easter.

#### Distance Learning - March to July

- Due to the restrictions in place this meant we were unable to involve our PP and vulnerable students in more extra curricular activities. There were online competitions, assemblies, and activities that were open to all students to support the wider life of the school.

### **Readiness to Learn**

Pinner High School accessed support from the following services to support the wellbeing and readiness to learn of PP students:

- School Counsellor
- External Lego Therapist
- In school support through Learning Mentor Team
- Young Carers Support Group
- Mindfulness and Wellbeing Small Group Interventions
- Jubilee Academy – Outreach mentoring programme
- Scholar’s Club
- London School of Economics Promoting Potential Programme
- Twice-Weekly Homework Club
- External Tuition for CLA/PLAC students
- GCSE packs providing books and resources for PP students as they move into Year 9, 10 and 11

Readiness to Learn is tracked through ATL Grades. From September to March there was a small gap in Years 8 and 9 between PP and their peers in ATL grades which was addressed with the above support. We did not feel it was appropriate to add an Attitude Grade during distance learning, as there may have been real barriers to students engaging with learning.

### **Attendance**

This has been tracked from September to March.

	Pupils in group	Attendances	Unauthorised Absences	Authorised Absences	Time Before	Time After
Merit Pupil Premium		73	2	5	1	3
Merit Pupil Premium	2	69	5	5	3	0

There is a gap between PP and non-PP students. This was supported through careful tracking of PP pupils and meetings with identified families. Heads of Year worked to support this. Punctuality was a particular focus for these pupils and remains a key focus for the school.

EAL and SEN there was no notable difference or a reversed gap. The attendance of these pupils was strong.

**Continued Areas for Development:**

- The rigorous tracking and monitoring of all vulnerable groups, especially that of PP and SEN K in their return to school for both attendance and progress data. All data meetings will explore the impact of interventions in supporting these groups.
- The formalisation of academic mentors for PP students in Year 11 and holistic support.
- The increase in spending and recruitment of learning mentors to support students with attitude to learning and understanding emotions.
- The appointment of a dedicated attendance officer for the school to track the attendance and punctuality of PP students and vulnerable groups.
- Teaching and Learning initiatives within the classroom in departments to focus teaching on supporting these students in transition to school.
- PP Fund to support silent study areas, individual chromebooks and individualised mentoring and tutoring for KS4 students.
- Recruitment of Intervention Teachers and directing these to support all students in these groups in dedicated and focused programmes of intervention and support from Year 7-11.