

## THE RISE SCHOOL

### Pupil Premium Funding (PPF) report 2018-2019

#### 1. Background

The Rise School has the highest expectations of, and aspirations for, all its pupils. Each pupil should have equal opportunities to achieve the best possible life chances, irrespective of socio-economic background and to ensure that not a single pupil gets left behind.

We make every effort to ensure that disadvantaged pupils receive outstanding support and believe our core business is to aim for all our pupils to make outstanding progress as a result of good and better teaching and learning.

We understand that the aim of PPF is to support schools in raising the attainment levels of the most disadvantaged pupils and to 'close' or 'narrow' the gap' that exists nationally. To this end, the Department for Education (DfE) provides additional Pupil Premium Funding (PPF) to all schools based on the pupils:

- who are currently eligible for Free School Meals (FSM)
- who have been eligible for FSM at any time in their last 6 years (known as Ever 6)
- who are Looked After Children (LACs/CLAs)
- who are children of Armed Forces Personnel

As a school, we recognise that it is not the funding itself that will improve achievement and attainment, but how it is used. The Department for Education (DfE) expects us to use PPF appropriately and to be accountable for the decisions we make. The school governors/trustees – who are judged by Ofsted as part of its assessment of the Leadership and Management of the school – must ensure that rigorous monitoring of PPF is in place and that it is managed efficiently and that staff and resources are deployed effectively in order to benefit all groups of pupils.

Our Pupil Premium Policy states that PPF must be used to support those pupils for whom the grant is eligible. However, it is difficult to spend PPF on the improvement of teaching and learning without benefits impacting on other pupils. Additionally, it is morally difficult to exclude a child who is not on FSM from accessing any initiatives if they could clearly benefit from them. However, we are also clear in the way that interventions are targeted to ensure FSM pupils benefit from PPF.

At The Rise School, our aims and rationale for PPF expenditure are based on a number of factors. Using a range of data sources, we critically analyse aspects of day-to-day teaching in order to identify achievement and underachievement. From this we are able to implement interventions to improve outcomes for individuals and groups. We believe that educational research from both mainstream and specialist settings is invaluable in informing practice, both in terms of deciding upon the efficacy of specific interventions and in implementing strategies as effectively as possible.

## 1. Pupil Premium (PP) Profile

	Autumn Term (end of term)	Spring Term (end of term)	Summer Term (end of term)
Total Number on role (NOR)	84	87	94
No. of pupils eligible for PP	<b>41</b>	43	<b>49</b>
% of PP pupils as % of NOR	41/84 = 49%	43/87 = 49%	49/94=52%
No. of Primary PP	<b>15</b>	<b>16</b>	<b>20</b>
Amount of funding per pupil (Primary)	<b>£1320.00</b>		
Total Primary PP as % of NOR	15/84=18%	16/87 = 18%	20/94=21%
Total Primary PP as % of all Primary	15/30 = 50%	16/32 = 50%	20/37=54%
No. of Secondary PP	<b>26</b>	<b>27</b>	<b>29</b>
Amount of funding per pupil (Secondary)	<b>£935.00</b>		
Total Secondary PP as % of NOR	26/84=31%	27/87 =31%	29/94=31%
Total Secondary PP as % of all Secondary	26/54=48%	27/55 = 49%	29/57=51%
<b>Total Pupil Premium Budget required</b>	<b>£19800 - Primary £24310 - Secondary £44110 - Total</b>	<b>£21120 - Primary £25245 - Secondary £46365 - Total</b>	<b>£26400 - Primary £27115 - Secondary £53515 - Total</b>
<b>Total Pupil Premium Budget granted based on October census</b>	<b>£42,845</b> (74 NOR, 19 PP Primary, 19 PP Secondary)		

- Of the 49 PP pupils, 1 also has English as an Additional Language (EAL): 1 in secondary.
- At the end of July 2019, there was 1 Looked After Child on roll.

## 2. Monitoring of impact of PPF

- The school monitors attendance of FSM pupils and shares this information with families at annual reviews, pupil progress meetings and parent's evenings.
- The Headteacher has overall responsibility for monitoring impact of PPF and meets with the named governor on a termly basis to report back on outcomes.
- Attendance of PPG pupils, including authorised holidays, was 90% (compared to 91% for the rest of the school) this difference is not significant.

### 3. Summary of PPF expenditure and interventions at The Rise School

No.	Intervention	Objective	Impact	Next steps	Cost
1	<b>Feedback: Assessment for Learning (AFL)</b>	To improve the quality of feedback (verbal & written) given to pupils in all lessons.	Accelerated pupil progress.	Continue to revisit in training and share best practice.	Notional
2	<b>Meta-Cognition and Self Regulation</b>	To leverage this high-impact strategy to improve pupil progress.	<p>Evidence from lesson observations is that staff are increasingly skilled at using the right level of scaffolding for pupils (MITA training) and therefore there is a decrease in over-support/learned helplessness and an increase in independence.</p> <p>Pupils are increasingly desensitised to 'exams' as evidenced by 12/12 Year 11s accessing GCSE Combined Science with 6 exam papers.</p>	Continue to revisit in training and share best practice.	£500 for MITA training
3	<b>Parental Involvement: Including Parent Meet</b>	To provide support for families on a range of topics of their choice and to improve wider outcomes for themselves and their children.	<p>83% of families feel involved in the school community and the education/support for their child. (Parent Survey, July 2019).</p> <p>88% of families report they have gained knowledge on how to support their child better.</p> <p>Overall impact is improved partnership between home and school and increased quality of life for pupils.</p>	Continued investment	£350 includes staff time and refreshment costs
4	<b>Phonics: Read Write Inc</b>	To improve reading skills amongst pupils using a structured, systematic & well regarded phonics scheme	There is one PPG accessing phonics in the Secondary phase. He has 1:1 teaching in all lessons.	Continued investment	£950 Pupils in year 3-year 6

5	<b>Wellbeing:</b>	To teach pupils basic Mindfulness techniques, stretches, meditation and breathing activities	Head of Wellbeing. Pupils access x 1 yoga lesson per week which includes self-regulation activities such as correct breathing and relaxation. There is evidence that pupils are starting to use these strategies independently/proactively when they are disregulated. Pupils access x 1 Wellbeing lesson to explore strategies for positive mental health.	Continued investment	£2.8k
6	<b>After School Clubs</b>	To provide pupils with opportunities to 1. Develop passions and interests 2. Experience a broader range of learning experiences 3. Collaborate with pupils of various ages.	Pupils are enjoying a wide range of diverse opportunities including gardening, cooking, additional art, animation.	Continued investment	£3.4k
7	<b>Intervention TLA</b>	To provide additional tuition for pupils to close the gap between current attainment level and age-related expectations.	<p>ATLAs are timetabled to support individual needs of eight pupils to make progress in core subjects. There was evidence of improved attainment of all of these pupils in core subjects.</p> <p>Equally their attendance has improved – both to school and to lessons.</p> <p>In addition to this their completion of homework has also become more regular.</p> <p>Feedback from families and colleagues also captures an improvement in their social interactions and overall mood/wellbeing.</p> <p>Following this additional support, one pupil was diagnosed with dyslexia last year.</p> <p>Our ATLAs received training to better support dyslexia to support four of these eight pupils.</p>	Expenditure to continue	<p>£600 1:1 Support Training</p> <p>x2 Intervention TLA posts with 50% PP Eligibility £20,606 exc on-costs</p>

8	<b>Enhanced OT and sensory circuits</b>	To improve sensory processing abilities and fine & gross motor skills.	On-going baseline full assessment made by Specialist Paediatric Neurological Occupational Therapist based on full assessment of child's educational needs. Pupils achieving their OT ISP targets monitored at their review meetings with specialist therapist weekly/ fortnightly/ twice or once half termly depending on need. Staff are fully involved in these targets which are supported in lessons by staff completing log books. Positive feedback from parents, teachers & TAs	Continued investment	Approximately 70% of OT support is for pupils with PP eligibility therefore 70% of salary is £20,110 exc on-costs
9	<b>Attendance Project</b>	To achieve 94% whole school attendance for 2018/19 & reduce PAs	Improved attendance for all, therefore increased learning and progress. 2018-2019 - PP- 90.4% Non-PP 95.1% a difference of 4.5% <b>Compared to historical data</b> 2017-2018 – PP 89.2 Non-PP 93.7% a difference of 4.7%. Attendance of Non-PP and PP have increased. The gap has narrowed from previous year. <u>Actions</u> >close monitoring >meetings with parents >EWO involvement where necessary >reward incentives	Continued investment	£2.5K
10	<b>Breakfast Club:</b>	To improve health & wellbeing, as well as behaviour, social interaction skills & eating manners.	Offer of breakfast to PPG pupils free of charge, ensures pupils have eaten before lessons to support better concentration, mental & physical growth.	Continued investment	£450
11	<b>Work Experience</b>	Access for KS4 pupils to participate in specialist work experience placements	Specialised work experience placements for Year 11 pupils. Support in funding uniform/work attire.	Continued investment	£1,650 to support 6 PP eligible students access work experience
<b>Total Cost</b>					£53,916

Notes:

- *Notional* denotes the fact that the activity is planned as part of the wider school improvement processes which PP pupils will benefit from.
- Cash Figures indicate a proportion of total spend on activity that can be attributed to PP pupils.
- The £11,071 variance in funding to expenditure is dissolved within the whole school budget.

## 5. Progress levels

### KS4 Outcomes

Grade 4 (or equivalent) and above		
	NON-PP	PP
IGCSE English	75% (3/4)	87% (7/8)
GCSE MATHS	75% (3/4)	13% (1/8)
GCSE Science - One Grade 4 or above	100% (4/4)	50% (4/8)
GCSE Science - Two Grade 4s or above	50% (2/4)	50% (4/8)

#### English

In English, pupils who are PPG performed equally well as those who are Non-PPG.

#### Science

In Science, PPG pupils performed equally well in terms of the proportion being awarded the full two GCSEs at Grade 4 and above. However, there is a disparity in pupils achieving a single GCSE at Grade 4 and above as you can see that all 4 Non-PPG pupils achieved at least one GCSE whereas only half of the PPG pupils did so. This cohort only had two years of specialist Science teaching before taking their GCSEs. Future cohorts are following the science national curriculum from year 3 which will give them an advantage when taking their GCSEs and therefore we would expect to see this gap narrow.

#### Maths

In Maths there is a gap in performance between Non-PPG and PPG pupils. 75% of Non-PPG achieved a Grade 4 or above in comparison to 13% of PPG pupils. This is due to a range of factors including: attendance, gaps in fundamental maths skills (such as times tables) which led to more time people dedicated to 'back filling' these gaps instead of the GCSE content and a lack of support for homework.

To address these issues, we will undertake the following actions;

- Ensure SOW and topic overview are in place across the school phase
- Revisit our assessment plans to ensure this is robust and fit for our PPG pupils
- We have introduced Timetable Rockstar's across KS1 to KS3 ensuring all pupils embed multiplication skills in their long-term memory. TT Rockstars will also be part of the after-school club provided by the school
- Work with families ensuring pupils access support with revision and homework at home and during free time at school
- Ensure all KS3 & KS4 pupils are provided with knowledge organisers
- KS3 & KS4 pupils have regular exam practice for GCSE preparations
- Constant & consistent retrieval practice to be introduced.

## Internal Data for Year 3-10 - July 2019.

**Cohort = 78**

Bearing in mind the small and fluid nature of our cohort which includes a large number of in-year admissions, the data below shows that PPG pupils are generally performing in line with their Non-PPG peers.

PPG pupils outperform their Non-PPG peers in their progress in Primary Reading, whilst they slightly underperform in attainment in Primary Writing. Attainment in Secondary English is fairly equal but progress for PPG pupils is slightly slower.

There are no significant disparities in performance between PPG and Non-PPG pupils in Science: there is a small difference in progress, particularly those making 'good progress' where there is a 20% gap, although this not reflected in attainment.

There are no significant disparities in performance between PPG and Non-PPG pupils in Maths. There are a few more PPG pupils whose attainment is 'working towards' (WTS) and less 'greater depth.'

We will continue to strive to close any gap in performance between PPG and Non-PPG pupils by:

- Having high expectations and ambitions for all pupils (the Pygmalion Effect)
- Investing in high quality first wave teaching by ensuring all teachers understand and implement the research-informed principles of effective teaching in their planning and delivery
- Designing robust assessments that will capture performance of PPG and Non-PPG accurately
- Deploying Intervention TLAs to support pupils to close gaps between their attainment and age-related expectations
- Increasing confidence through having carefully staggered qualification entry (eg. Entry Level Science --> Further Entry Level Science --> GCSE Science; Functional Skills Level 1, 2 --> GCSE Maths)
- Ensuring all pupils access all relevant and appropriate exam concessions.

BLW = Below age related expectations.

WTS = Working towards age related expectations.

EXS = Expected standard for age related expectations

GDS = Greater depth than age related expectations

Maths									
Attainment									
	Group A (Non-PPG)		Group A (PPG)		Group B (Non-PPG)		Group B (PPG)		
BLW	4	12%	3	9%	5		5		
WTS	17	50%	22	65%					
EXS	7	21%	6	18%					
GDS	6	18%	3	9%					
	34	100%	34	100%	5		5		78



## Maths

Progress									
	Group A (Non-PPG)		Group A (PPG)		Group B (Non-PPG)		Group B (PPG)		
Excellent	4	12%	1	3%	1	20%	0	0%	78
Good	12	35%	11	32%	0	0%	2	40%	
Average	15	44%	15	44%	2	40%	2	40%	
Poor	3	9%	7	21%	2	40%	1	20%	
	34	100%	34	100%	5	100%	5	100%	

## Science

Attainment									
	Group A (Non-PPG)		Group A (PPG)		Group B (Non-PPG)		Group B (PPG)		
BLW	3	8%	0	0%			2	100%	78
WTS	16	41%	19	51%					
EXS	12	31%	12	32%					
GDS	8	21%	6	16%					
	39		37		0		2		

## Science

Progress									
	Group A (Non-PPG)		Group A (PPG)		Group B (Non-PPG)		Group B (PPG)		
Excellent	4	11%	4	11%					78
Good	29	78%	22	59%	2	100%	2	100%	
Average	4	11%	10	27%					
Poor	0	0%	1	3%					
	37		37		2		2		

## English - Secondary

Attainment									
	Group A (Non-PPG)		Group A (PPG)		Group B (Non-PPG)		Group B (PPG)		
BLW	0	0%	1	6%	1	100%	1	100%	41
WTS	13	62%	13	72%					
EXS	7	33%	4	22%					
GDS	1	5%	0	0%					
	21	100%	18	100%	1		1		

## English - Secondary

Progress									
	Group A (Non-PPG)		Group A (PPG)		Group B (Non-PPG)		Group B (PPG)		
Excellent	1	5%	0	0%					41
Good	11	52%	5	28%	1	100%			
Average	9	43%	10	56%			1	100%	
Poor	0	0%	3	17%					
	21	100%	18	100%	1		1		



### English Reading - Primary

#### Attainment

	Group A (Non-PPG)		Group A (PPG)		Group B (Non-PPG)		Group B (PPG)		
BLW	1	7%	1	6%	3	100%	2	100%	
WTS	6	40%	6	35%					
EXS	5	33%	7	41%					
GDS	3	20%	3	18%					
	15	100%	17	100%	3		2		37

### English Reading - Primary

#### Progress

	Group A (Non-PPG)		Group A (PPG)		Group B (Non-PPG)		Group B (PPG)		
Excellent	2	13%	3	18%					
Good	6	40%	10	59%	3	100%	2	100%	
Average	7	47%	4	24%					
Poor	0	0%							
	15	100%	17	100%	3		2		37

### English - Primary Writing

#### Attainment

	Group A (Non-PPG)		Group A (PPG)		Group B (Non-PPG)		Group B (PPG)		
BLW	1	7%	0	0%	3	100%	3	100%	
WTS	8	53%	12	75%					
EXS	6	40%	4	25%					
GDS	0	0%	0						
	15	100%	16	100%	3		3		37

### English - Primary Writing

#### Progress

	Group A (Non-PPG)		Group A (PPG)		Group B (Non-PPG)		Group B (PPG)		
Excellent	0	0%	0	0%					
Good	8	53%	9	56%	2	67%	2	67%	
Average	6	40%	6	38%	1	33%	1	33%	
Poor	1	7%	1	6%					
	15	100%	16	100%	3	100%	3	100%	37