

Upton Hall School FCJ: Pupil Premium (FSM Ever 6) Grant expenditure and Impact 2019-20

The Government believes that the Pupil Premium funding, which is additional to the main school funding, is the best way to address inequalities between children eligible for free school meals (FSM) and those children who are not. Pupil Premium Funding is used to tackle disadvantage in order to reach the pupils who need it most.

Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. Schools are given Pupil Premium funding of £935 per pupil for those whose families who have registered for FSM. This includes any child who has been registered for FSM at any point during the past 6 years.

Schools may decide how best to use the funding and they are held accountable for how it has been used to support pupils from low income families. Schools are required to report this information.

Total number of pupils on roll	987
Total number of eligible pupils	74
Total amount of grant	£69,190

Support	Cost	Impact
<p>English Support, including: Employing additional staff enabling the school to work with pupils who are underachieving in English; Use of KS2 and CAT data to identify girls who are below average in verbal tests; individually tailored revision packs to support FSM pupils at GCSE;; smaller classes in Year 9, 10 and 11; English leadership team not used as form tutors to facilitate support; extra TLR post created to support whole school literacy (autumn term only)</p>	£23, 269	<p>The overall progress 8 score for disadvantaged pupils was 0.51 The English element of this was 0.82 with over 68% of the cohort achieving a positive P8 score. 100% of PPG students achieved a strong pass in English. Several of the PPG cohort in Year 11 benefitted from being taught in smaller groups. Many pupils also attended lunch time revision sessions, albeit for a more limited time in the Spring term, and had previously attended support sessions in English when they were KS3 pupils. Prior funding therefore also had an impact on their progress. Some classes in KS3 were double staffed, allowing weaker students to be supported while more able students covered more content. Internal data indicates, prior to lockdown, that current pupils are on track to achieve a positive P8 score. All pupils benefitted from Word of the Week during form time to support literacy.</p>
<p>Maths Support, including: Employing additional staff leading to smaller groups; diagnostic testing in Year 7; intervention plans and activities for pupils</p>	£24, 189	<p>The overall progress 8 score for disadvantaged pupils was 0.51 The Maths element of this was 0.17, with 68% of the cohort achieving a positive score. PPG students attended interventions with the Head of Faculty in Year 11 and also attended maths support sessions in KS3. Students throughout the school benefitted from being taught in smaller classes.</p>
<p>Examination Support Materials</p>	£1584	<p>Many pupil premium students were in receipt of revision guides and other such support materials. All pupils on FSM were in receipt of guides in English, Maths and Science. The impact was that the Science P8 score for disadvantaged pupils was 0.60 The average grade achieved was 6.5 and the average value added (Sisra SPI) was 0.51.</p>
<p>To provide training to ensure teachers provide high quality teaching for all pupils</p>	2000	<p>A staff member was trained as a Kagan trainer; this training will be disseminated to other staff</p>

<p>To continue to offer opportunities for those in receipt of pupil premium to access the same extra-curricular opportunities.</p> <p>Financial support for curriculum trips and activities</p>	<p>£5,000</p>	<p>Money was spent on a variety of activities including music lessons and trips to support and extend the curriculum. This allowed a number pupil premium students to continue with music tuition after it had been offered freely in Year 7. It also contributed to a wider awareness of the world outside of the school curriculum for pupil premium students. Less was spent on this than originally planned as the national lockdown meant many trips had to be cancelled and monies repaid, especially affecting Activities Week. Staff offered enrichment in lockdown through an online 'Grand Tour', year group assemblies and 'Google Chapel.' We also appointed a one year PPG Champion to particularly promote the interests of PPG students who completed an online survey. We also purchased a subscription to Digital Theatre Plus to allow students to view performances online during the summer term and holiday</p>
<p>Provide support towards Uniform costs for FSM pupils</p>	<p>£3285</p>	<p>Disadvantaged pupils are able to feel part of the Upton community, raising self-esteem and confidence.</p>
<p>Increased attendance for students and HOY support during lockdown</p>	<p>£3,000</p>	<p>We have continued to use SIMS in touch to ensure that parents of absent students are contacted promptly and an explanation is provided more swiftly, allowing the pastoral team to identify and support pupils at risk of becoming persistent absentees. Heads of Year have had more training on how to use Sims to support attendance. This impact is that attendance of PPG students is more closely monitored and issues identified. During lockdown HOYs distributed resources including laptops and paper packs to support pupils in learning at home.</p>

Support for wellbeing	£7000	<p>Several pupils in receipt of pupil premium funding accessed support for their wellbeing including the school counsellor, work with the Wellbeing support worker and the Cherished course for Year 8. The impact of this was that they were more able to focus on their school work and not factors outside of school that can have a detrimental effect on their progress. Many of the girls were also given strategies to cope with the stressors that they face in school. The impact of this can be seen in the progress they made. Three staff have also been trained in mindfulness techniques as part of a research programme run by Oxford and these skills have been disseminated to other staff. These skills have been used to benefit students by equipping them with useful strategies to manage their own wellbeing. The impact can be seen in the progress and attendance of students.</p>
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