

Impact of Pupil Premium Funding 2019-20

A. Introduction:

The Pupil Premium is allocated to local authorities and schools for students registered on roll in January who are known to have been eligible for free school meals (FSM) at any time in the last six years. The funding is used to support the raising of attainment for the most vulnerable students – this sum is in addition to the underlying school's budget

These documents show the impact of PP funding spent in 2019-20. It is worthy of note that there are 7 subjects at GCSE where disadvantaged students either achieved as well as or better than 'other' students. This is particularly commendable as there were some significantly challenging pupil premium students in this cohort exhibiting high-level physical, emotional and mental health needs, as well as having to deal with the impact of the Covid-19 pandemic.

We know that the barriers to learning faced by disadvantaged students at The Leigh Academy often go beyond our academy gates. In addition to the barriers to learning we see in the academy like lower levels of aspiration and lower literacy levels they could also include unstable or chaotic home lives, low levels of family income, low attendance, negative peer group influences and low levels of parental education and engagement. The barriers to learning faced by our disadvantaged cohort can be categorised in 3 ways:

- Attendance – attendance of disadvantaged students is typically lower than non-disadvantaged attendance at The Leigh Academy. Disadvantaged students are less likely to be resilient in their attendance to school and as a result miss out on valuable teaching time and opportunities.
- Low Aspiration – Disadvantaged students typically have lower aspirations with regard to Post 16 and further education and have lower expectations and sense of achievement compared to their non-disadvantaged peers.
- Academic – Disadvantaged students form a significant number of those requiring catch up Literacy and Numeracy support at The Leigh Academy on their arrival in Year 7. Literacy skills and range of vocabulary affects disadvantaged students ability to access a wide range of subject areas
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B. Impact of Pupil Premium, SEND and Catch Up Funding 2019-20

This has been an unprecedented year with the Covid-19 Pandemic resulting in the partial closure of the Academy in March. Alongside this, all public examinations for Years 11 and 13 were cancelled, and the Academy had to submit Centre Assessed Grades for every student for every subject that they had been entered for. These along with grades generated by the OFQUAL algorithm, were used to produce grades for our students.

Year 11

In 2020, the gap in achievement between our disadvantaged and 'others' across all of the key measures has narrowed. We had 55 Pupil Premium students in this cohort which is in line with previous years. 10 of those 55 students had serious issues affecting their academic performance despite the high profile attention and support given to these students and their families.

The table below reflects the disadvantaged student gap in outcomes for 2019-20. The overall number of disadvantaged students achieving 5 or more GCSEs at grades 9-4 including English and maths has narrowed from 28% to 4% when compared to 'others'. English alone saw their gap narrow to 6% from 22% and maths went from 27% to just 4%. Our challenge is to now maintain these results with the 2021 cohort, but also to continue to narrow the gap for students achieving either maths or English at grade 9-4, but not the other. This is a high strategic priority for the academy this year.

Headline Measures 2019-2020

	Disadvantaged students minus those with SEND (2019 results in brackets)	Others	Gap
% 9-4 English and Maths	66% (42%)	70% (70%)	-4% (-28%)
% 9-4 English	92% (61%)	86% (83%)	+6% (-22%)
% 9-4 Maths	70% (46%)	74% (73%)	4% (-27%)
%9-4 EBACC	14% (10%)	19% (19%)	5% (9%)

Table 1 - The green 'Gap' column shows that the gap has reduced significantly between the disadvantaged students and 'others' between 2019 and 2020 in these headline measures.

In Year 11 our disadvantaged students have outperformed or equalled the performance of 'others' in several GCSE / BTEC subjects:

Key:

Disadvantaged outperform 'others'

No difference in outcomes

Less than **10% difference** between 'others' and disadvantaged outcomes

Subject	Disadvantaged students 9-4 / Merit+ %	Non - disadvantaged students 9-4 / Merit+ %	Gap
Creative iMedia	100	61.1	38.9

Travel & Tourism	100	85.7	14.3
History	88.9	80.5	8.4
English Language	83.6	79	4.6
Computer Science	66.7	64.7	2
Further Maths	100	100	0
Performing Arts Acting	100	100	0
Engineering	77.8	80	-2.2
Spanish	62.5	65	-2.5
Digital Information Technology	83	86.3	-3.3
Food Preparation & Nutrition	60	63.3	-3.3
Mathematics	65.5	68.9	-3.4
Health & Fitness	66.7	70.6	-3.9
Health & Social Care	71.4	77.8	-6.4
Biology	78.3	85.1	-6.8
English Literature	69.1	76	-6.9
Chemistry	78.3	86.2	-7.9
Geography	54.5	63.9	-9.4
Photography	80	90	-10

Table 2 - This table shows that disadvantaged students either did better than or were broadly in line with 'others' in 19 subjects.

The following subjects had a wider gap in outcomes(a gap larger than 10%), and are a priority for improvement this year: Physics, Combined Science, Textiles, Art & Design, Art Graphics, French, GCSE PE, Business Studies, Media Studies, Product Design and Engineering.

Post 16

The strategies and tracking put in place for the first part of the academic year, have resulted in Year 13 having a big improvement in outcomes across their academic and vocational subjects. In Year 13 we had 18 students who met the disadvantaged criteria. These students' Average Point Score was 29.91 which was very slightly lower than 'others' in their cohort who averaged 30.38, but significantly better than the 2019 disadvantaged APS of 20.1 in 2019.

Impact of Pupil Premium funding on students in Years 7 - 10 :

As a result of the Covid-19 pandemic and subsequent lockdown, we are not able to provide a comparison of in year progress across Years 7 to 10, as there were no end of year assessments. However the pupil premium funding was used to support our students before lockdown by:

- Staff professional development sessions to support our pupil premium and SEN students
- Summer 'Transition Camp' in August 2019 to help prepare the new Year 7 cohort for secondary education
- Offering dyslexia and ELSA support sessions
- Maths Mastery delivered across Years 7 & 8
- Revision, learning and memory skills workshops delivered by an external company for Years 11 and 13
- Ensuring that all students had access to online learning by supplying chromebooks.
- Assistance for uniform, school visits, scientific calculators, basic equipment packs and resources throughout the pandemic
- The Leigh Aspire programme for Years 9 to 13
- 1:1 guidance and aspirational meetings with college leadership teams at least 3 times during modules 1 - 3.
- During lockdown- ensuring that students had access to food parcels, FSM food vouchers and Chromebooks