



Richard Hale School

Pupil Premium Funding, Discretionary Bursary and Catch-up Funding Report 2019-20

The outcomes of Pupil Premium students are a key focus for the School.

A strategic plan has been created as part of the School Development Plan to give clear guidance and structure to improving the outcomes of Pupil Premium students. This is available on the website under the Pupil Premium tab.

The plan also contains a breakdown of how the Pupil Premium funding was spent in the year 2019-2020.

Context

In 2019-20, 81 students were in receipt of Pupil Premium funding in Years 7 to 11. 46 were in receipt of Free School Meals and 35 were FSM Ever 6. This was just above 10% of the school cohort in Years 7 to 11. In Year 11 there were only 11 PP students; these accounted under 5% of the cohort.

Use of Pupil Premium Funding in 2019-20

Our allocated funding for 2019-20 was £75,735.

The breakdown of how that money was used is shown in the table below. We have reviewed the impact of the funding and continue to do so.

Use of PP funding	Impact
Payment of Deputy Headteacher (Inclusion) in charge of Pupil Premium. Allocation of 0.2 of his annual salary (Equivalent of 1 day per week).	More senior leadership time has been allocated to focus on the outcomes and provision for Pupil Premium Students. Includes short and long term planning, managing discretionary activities budget, tracking and intervention with PP students, reporting to stakeholders. The planning stages have taken place and higher profile for PP across the school, however this has not impacted on results yet.
Payment of SENCO. 50% of students who are PP at the school also have SEND and require further support. Allocation of 0.4 of her salary to support the needs of PP with SEND.	Targeted support in the department through the SENCO for PP students to meet their needs which are specifically SEND. These have been included in the Pupil Passports and a greater emphasis on PP provision and intervention for the SEND students.
Payment of family support worker in SSC. Allocation of 0.5 of her salary to work with students and families of PP students.	Focused work on PP students and their families to ensure students are supported through the school. Family worker has good knowledge of the students and families and can support and intervene for improved outcomes and emotional support. This has led to a more robust use of the family worker, particularly in attendance as improving PP attendance is one of the key areas we believe will impact on outcomes for our PP students. During lockdown, all PP students were contacted on a regular basis by the family worker or SENCO.

Richard Hale School



Teaching Assistant time for support of PP students. 1 day of each TA salary allocated.	1 to 1 work with PP students in intervention in KS3 and 4. Particularly used to focus on teaching of English, maths and science. This has led to an improved support for PP students.
Finance team support for Pupil Premium students	Allocation of funding to support the finance team in working with Pupil Premium families in managing the accounts on WisePAY, working with departments in discretionary funding, managing budget with Deputy Headteacher with the aim to ensure PP students and families are supported with their financial requirements. A more supportive process is in place to manage the PP funding.
Administration support	Allocation of funding to support administration of work for PP students. This includes phone calls for parents on parent's evenings, attendance officer time chasing attendance of PP students, admin time in preparing reports and data for PP students for Heads of Year, Deputy Headteacher, Headteacher etc. This has enabled us to have greater contact with parents.
Purchasing of laptops and support with internet access for remote learning	Before and during lockdown laptops were purchased and supplied for five PP students (including one PP+ student) and online and telephone guidance given by the IT support to allow full access to Google classroom and later remote learning.
Use of funding in discretionary activities	Intended Impact
KS4 targeted intervention	Improved focus on meeting each PP student's individual's needs for revision. This includes, revision classes, resources, mentoring, tuition, counselling.
Parental engagement	Fund events to improve further parental engagement in school, i.e. music tickets, sports fixtures, support in attending school events. Greater engagement with the school and parents of PP students.
Music Tuition	PP students supported in music tuition and instruments in order to engage with school.
Extra-curricular support	Support for students who would struggle to be involved in extra-curricular activities in school. This includes music, drama and sport as well as extra-curricular visits (both curriculum and non-curriculum visits). Supported many students with this.
Homework club	Allocation of funds to help run homework club in SSC for PP students to improve their engagement and outcomes in their subjects.
Individual support	Support identified by Head of Year to support individual students, this could be with transport, equipment, breakfast, learning resources etc.

Richard Hale School



Outcomes

In 2020 Pupil Premium outcomes were:

Measure	Number of students (2020)	Percentage (2020)	Number of students (2019)	Percentage (2019)
Basics 9 to 5 in English and maths	7	64%	5	38%
Basics 9 to 4 in English and maths	8	73%	4	63%
Basics 9 to 1 in English and maths	11	100%	15	94%

Attainment overall in English and maths was good particularly at the 9 to 4 grade level showing that 7 of the students left with the standard pass qualification in English and maths. 63% is above the national average of 44.3% for all students achieving 9 to 4 in English and maths and the attainment at 9 to 5 of 38% is also above the national average of 24.5% achieving 9 to 5. Due to the small number of students involved it is difficult to compare the attainment gap between Pupil Premium students and the rest of the school. The 9 to 4 and 9 to 5 gap to the rest of the school is 17%. This equates to 3 students difference.

Attainment in English and maths was similar, although with fewer boys gaining the highest grades in English.

English	7 or above	5 or above	4 or above
Number of students	2	9	9
Percentage	18%	82%	82%

Maths	7 or above	5 or above	4 or above
Number of students	4	7	9
Percentage	36%	64%	82%

The gap between attainment and rest of the school in both these subjects is 12% as 94% of students achieved a grade 4 or above, but this equates to just over a single student gaining a grade higher in each subject. This gap is well below both school and national recent attainment gaps at GCSE. All the students who did not achieve grade 4 or above in English and maths gained grade 3.



Richard Hale School

In Science all PP students left with at least two passes in Science, 4 left with three passes at 5 or above.

Science X2	5 or above	4 or above	1 or above
Grades	8	11	11
%	73%	100%	100%

The Science grades compare favourably at 9 to 4 with the rest of the cohort with 66% achieving 2 Science grades at 4 or above, compares to 78% for the rest of the school. This is the difference of two students.

The number of PP students entering the EBACC was 64% which is in line with the rest of school. This is significantly above the national average of 25% in 2019, demonstrating that we enter students for a challenging curriculum and have high expectations for them. 3 students achieved a strong pass and 4 achieved a standard pass. This is significantly above the EBACC national average for a standard pass of 12% in 2019.

Attainment 8 for Pupil Premium students was 53.6, an increase on last year and only slightly below the whole school score of 60.1.

Provisional Progress 8 outcomes for the Pupil Premium students show it to be 0.47, the score for the whole cohort is 0.63, so much closer than in previous years. This is a very significant increase on the score of -0.89 for last year's PP cohort.

Intervention

Although we have interventions in place for PP students, we recognise there has not been a big enough focus on these students at the School. This has been addressed and is now a key priority for the School.

We recognise that the biggest impact we can have for our PP students is in the classroom and for teachers to support them as effectively as they can.

All Pupil Premium students were identified and clear strategies employed. Each student was given a student passport with every subject identifying what interventions they would be employing with each individual student. These were shared with all staff.

We created a board for PP students in the staffroom. This was updated after each data entry point. These strategies were employed in January and were used throughout the year for students in Year 11. Improvement from the mock exams was evidence that the intervention strategies and mentoring did have a positive impact, this can be seen in that all students improved their outcomes from the mock exams to the final results in 2020.

These actions enabled all students to be identified and teachers to use well-considered strategies with them in every lesson. Although this raised the profile of PP students, we need to employ the strategies more consistently across the school throughout the year. In order to address this, we have built on the systems that have been introduced and an electronic version of a passport is now available for all PP



Richard Hale School

students the same as out SEND students which gives students the chance to say what works for them and a list of consistent strategies for every teacher to employ in every lesson.

We provided revision books and monitored the attendance at revision sessions this year with a particular focus on PP students. The Head of Year 11 also focussed on the students.

Discretionary Bursary

The discretionary bursary is used to support students in the 6th Form who may not have been able to continue at the school without this support.

We advertise the bursary to students in the 6th Form and it is promoted by the form tutors, Heads of Year and the 6th Form support officer.

Over the last year we have used the bursary to support the small number of students in order for them to continue in education. This has been used in the following ways:

- Bus fares/train fares and support with travel arrangements
- Materials required to support learning in their courses, i.e. text books/art materials/stationery/scientific calculators etc.
- Support for educational visits such as the Biology field visit
- Revision materials
- Payment for UCAS applications
- Support for visits to universities or interviews.

The funding is used in line with the guidance and is targeted for the appropriate students. £1000 was used to support students who were eligible for the discretionary bursary last year. We continue to monitor and support the use of this with all eligible students.

Year 7 catch-up funding

In 2019-20 we received £3314 catch-up funding for English and maths.

16 students entered the school in Year 7 below average in literacy.

We have targeted these students by providing them with small group support in literacy. An English specialist supported writing and reading with a programme throughout the year. We also run the Star Reader programme to challenge students to read; this was used in their English lessons to improve their reading. This programme is employed effectively by the teachers to monitor the development of reading and these students are targeted as part of this. Sixth Form students work with students to listen to them read in order to develop their confidence and build their reading skills. This is supplemented by TA support in the Student Support Centre with both writing and reading skills.

Unfortunately, due to Covid-19 and the school closure in March the students were unable to access the same level of support in literacy and numeracy in the final part of the year which therefore impacted on the progress they made.

By March we had 7 students who had hit their targets and therefore had made progress with their literacy through the year.



Richard Hale School

Only 3 students had a significantly below expectations score on entry to the school, and these students received support through the SEND department through in class support and in the Student Support Centre.

For students who are unable to make the necessary progress in Year 7, the programme is continued further in Year 8. These include other students who could also benefit from the extra support. Students are removed from MFL; intervention lessons are timetabled against the MFL lessons. This allows students to either have 6 numeracy, 3 numeracy and 3 literacy, or 6 literacy lessons instead of a MFL. In numeracy, students practise basic skills, following the Maths scheme of work, alongside a specific scheme of work for numeracy classes. These sessions are run effectively by members of the maths department.

The students will continue to receive support through the Covid-19 Catch Up funding that has been provided this year to replace the literacy catch up funding.