

### Ellesmere College Pupil Premium Report 2018/19

Pupil Premium funding allocation	
Number of identified students 2018/19 as eligible for Pupil Premium	129
Number of identified students 2018/19 as eligible for Pupil Premium Plus as Looked After Children	9
Students in receipt of Pupil Premium/PP+ as % of total roll	49.5%

Other funding allocation	
Number of identified students 2018/19 as eligible for Year 7 literacy and numeracy catch-up premium	29

Total academic year allocation 2018/19	£116, 604
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#### What is Pupil Premium funding?

Pupil Premium funding (PP) is allocated to schools to enhance outcomes for pupils who are identified as being at risk of social deprivation. The main criterion for eligibility is being registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). There is also a payment for Children who are in Care (LAC) and for pupils whose parents are in the Armed Forces.

In the 2018 to 2019 financial year, schools received £1320 for each child registered as eligible for free school meals at any point in the last 6 years in reception to year 6 and £935 for students in year 7 to year 11. Schools also received £2,300 in Pupil Premium Plus funding for each pupil who has left local authority care because of one of the following: adoption; a special guardianship order; a child arrangements order. Those children whose care is still overseen by the LA (Looked After Children category) have their Pupil Premium Plus funding held by the Virtual School, linked to their Personal Education Plan (PEP) targets. Where this is the case, we ask the Virtual School for funds for specific activities in order for our Looked After Children to achieve their identified outcomes; we can also draw on their team of specialist tutors.

#### The purpose of Pupil Premium funding

Pupil Premium money should be spent by schools to improve the quality of teaching & learning received by eligible pupils and for bespoke interventions and enrichment activities that these children might not otherwise benefit from due to financial deprivation.

As whole school teaching & learning development is a key area for PP spending, all children at Ellesmere College should benefit from this. However enrichment activities and interventions supported by Pupil Premium funds are planned with our identified pupils in mind, and they must benefit from these activities, which are aimed at avoiding gaps developing in the outcomes for our vulnerable pupils.

### Allocation of Funding

Pupil Premium Funding is allocated in Financial Years, but Leicester LA releases the full grant at the start of the academic year. The Pupil Premium Grant is allocated to children from Year Groups R to Year 11, and is based on our most recent census. This means there may be a slight difference between our DfE allocation and the amount of funding we receive within a school year. Information from the Department for Education's figures for 2018-19

(<https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2018-to-2019>) show that the national average % for primary school aged children eligible for Pupil Premium funding was 23.2% and the national average for secondary aged children was 28.1% with Leicester City higher at 26.6% and 34.5% respectively. Our % of eligible children is 46% which means that Ellesmere has a significantly higher percentage of pupils identified as at risk of social deprivation than their mainstream peers in the city.

### Progress and data outcomes for identified students

Ellesmere College is a community special school, and as such our pupils' attainment data is significantly below age related expectations. The students' targets are set using Progression Indicators for Primary and KS3 students and against accreditation levels for KS4 students and are intended to be aspirational.

The data below is our end of year data, based on teacher assessment, broken down into Primary, Phase 1 (KS3) and Phase 2 (KS4). The figures relate to students who were on track, had met or were exceeding their target:

#### Primary

		Maths	English	PSHE
Group of students	Number in group			
Whole phase	50	52%	72%	62%
Pupil Premium	19	63%	89%	63%
Non Pupil Premium	31	45%	61%	61%

#### Phase 1 (KS3)

		Maths	English	PSHE
Group of students	Number in group			
Whole phase	96	61%	63%	58%
Pupil Premium	49	56%	58%	56%
Non Pupil Premium	47	66%	76%	60%

Phase 2 (KS4)

		Maths	English	PSHE
Group of students	Number in group			
Whole phase	64	60%	56%	70%
Pupil Premium	35	61%	52%	74%
Non Pupil Premium	29	59%	62%	66%

Our progress data shows that students in receipt of pupil premium are making better progress than their peers in Primary and in Maths and PSHE in KS4. We are aware that they are making progress below that of non-PP students in KS3 and KS4 English, which are linked to the assessment system used.

From September 2019, the assessment statements and system at Ellesmere College will be changing to better reflect the curriculum and achievements of our students.

A 'Progress 8' set of assessment statements will be introduced for Primary and KS3 called the Ellesmere Steps. These are based on our 8 areas of learning; English, Maths, Independence, Technology, Understanding the World, Physical Development, Creative Arts and PSHE.

For KS4 statements will be taken directly from the appropriate accreditation. This will be for each of the 8 areas of learning as outlined above.

The data below outlines the accreditation achieved by Year 11 Pupil Premium students in 2018/19:

	WJEC Entry Level Certificate in English	OCR Entry Level Certificate in Maths	OCR Entry Level Functional Skills in ICT	OCR Entry Level Certificate in PE	OCR Entry Level Certificate in Science	WJEC Entry Level Certificate in Creative Media and Arts
Entry 1	6	4	0	3	4	0
Entry 2	2	3	0	2	5	2
Entry 3	2	4	11	2	1	0

**Summary of Pupil Premium spending**

The table below, drawn from our 2018-19 Action Plan, shows how our pupil premium funding has been used in the last year. The effectiveness of any intervention is based on the outcomes for the pupils who participated and a judgement on the value for money. We use the RAG rating Red- poor impact/ value for money; Amber- medium impact considering value for money; Green- good impact & value for money

Item	Cost	Objective	Intended impact	Lead	Impact RAG rating
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Area: Curriculum learning					
Identified staff to work on individual intervention for English across primary and secondary	£1042.74 (% of Literacy HLTA wages)	Co-ordinate Individual Programmes to students identified as not making expected progress in English, through ½ hour sessions delivered twice a week for a half term period	Students to be back on track following individual programme	AMA/RC	Whilst only 25% of students got back on track and met or exceeded their targets, it's worth noting that many of the students identified were those who missed lessons due to work placements and alternative provision, which minimises the impact the interventions can have.
Identified staff to work on individual intervention for Maths across primary and secondary	£3649.59 (% of Numeracy HLTA wages)	Co-ordinate Individual Programmes to students identified as not making expected progress in Maths, through ½ hour sessions delivered twice a week for a half term period	Students to be back on track following individual programme	KP/HC	Whilst only 22% of students got back on track and met or exceeded their targets, it's worth noting that many of the students identified were those who missed lessons due to work placements and alternative provision, which minimises the impact the interventions can have.
Support with baselining of new students and early identification of areas of further	£6732	Coordinate literacy profiling of all Year 7 students through 1 hour 1:1 sessions for	Secure baselining completed for all Year 7 students	RC	69% of Year 7 students in receipt of catch up premium were on track, met or exceeded their

development in literacy		a half term period  Targeted student support programmes in place following baselining	Students in receipt of Year 7 catch up premium make at least good progress		literacy target at Summer data point
Support with baselining of new students and early identification of further development in numeracy	£6732	Coordinate numeracy profiling of all Year 7 students through 1 hour 1:1 sessions for a half term period  Targeted student support programmes in place following baselining	Secure baselining completed for all Year 7 students  Students in receipt of Year 7 catch up premium make at least good progress	HC	76% of Year 7 students in receipt of catch up premium were on track, met or exceeded their numeracy target at Summer data point
All Primary and KS3 Connecting & Responding classes to access 'Let's Talk' speech and language programme	£5650.32 (Cost of Intervention TA for 1hr/wk/class)	Develop key communication skills	All identified students to develop oral communication skills	AMA/RH	PP students in Primary achieved higher than non-PP peers in Literacy (89% met or exceeded target compared to 79%)
Area: Student well-being					
Access to a weekly counselling session	£5950	Opportunity to spend time with a trained counsellor		KM	The individualized nature of therapies means that it is hard to assess a direct impact on pupil outcomes; however all therapists meet with SLT to discuss softer impact information
Access to art therapy 'drawing and talking'	£1629.90 (% of Intervention TA wages)	Support students with their mental health and wellbeing		KM	

					such as interaction, emotional awareness & communication. In these terms there is evidence of impact & good value for money.
Staff training on range of holistic approaches to improve well-being	£2000	To provide individualised approaches to supporting students' wellbeing	Staff able to offer a range of holistic approaches to students to support well-being	AS	CPD very highly rated by staff and seen in M&E activities to be having an impact
Area: Student behaviour and personal development					
Behaviour and learning mentors assigned to support identified students	£22601.28 x 2 = £45202.56 (Cost of 2 behaviour and learning mentors)	Coordinate individual programmes of study to support using both on and off-site provision	Reduction in number of exclusions  Students make good progress across 8 areas of learning	KM	There has been a 50% reduction in exclusions over the course of the academic year for Pupil Premium students.
Area: Enrichment programme					
Increase number of after school activities available for students	£202.98 (staffing costs)	To provide sporting and non-sporting activity clubs specifically for Connecting & Responding pathway students	Students to have attended a club	RH	Whilst the quality of the provision is high, a lack of transport for students has meant that there has been a low take up of this offer.
Increase number of enrichment opportunities available during the school day	£8072 (costs of theatre productions and on-site music tuition)	To provide a variety of experiences to develop students' social skills including theatre groups and music specialists	All students have had the opportunity to take part in a range of experiences	GJ	All students have been able to access 3 whole school theatre performances on-site. In addition to this, all but 4 students attended a performance at

					the Curve theatre and 17 students have had access to music specialists.
Area: Families and community					
Parent workshops	£1100 (cover costs for staff delivering)	To provide support for parents and carers covering a range of topics	Parents and carers feel that the school supports them as well as their children and use suggested strategies at home  Increase in attendance over course of academic year	DS	Attendance at workshops has been variable, but responses have been positive. Altogether, 52 different sets of parents and carers have attended workshops over the course of the year. Of these, many have attended multiple workshops.
Home visits	£4291.52 (pro-rata staffing costs)  £xx (transport costs)	To provide a targeted link between home and school which will initiate first contact with hard to reach families	Parents will feel less isolated from the school due to distance, and there will be an increase in the attendance at Annual Reviews	KM	Parental attendance at Primary EHCP reviews has increased by 12% since 2017/18, but attendance at KS3-Post 16 reviews has dropped by 1.64%.
Parent/carer link worker available 2 days per week to support families	£7883.20 (staffing costs)	To provide support for parents with issues impacting on children accessing education (e.g. transport issues; attendance issues)	Parents feel that the school supports them as well as their children	DS	55 sets of parents/carers have accessed 1:1 support throughout the year, alongside support at parent/carer drop-in sessions. This support has enabled parents/carers

					to successfully apply for home-school transport and access funding to support attendance issues.
Trained member of staff to support with independent travel training for identified students	£16,465.19 (Contribution to staffing costs)	To provide support for students and parents with home-school independent travel	Increase in number of students travelling independently to school  Year 11 leavers confident in travelling independently to FE placement	KM	Year 11 leavers accessed independent travel training and reported increase in confidence

### Future considerations

When planning the 2019/20 Pupil Premium spending, the following will be considered based on the above evaluation:

- Methods for initial baselining of Year 7 students and ways in which subsequent support is provided and measured
- The impact of providing more whole staff training to improve outcomes in classroom
- The impact of targeted resourcing to improve reading outcomes
- Expansion of interventions to support student well-being
- Methods of assessing the impact of interventions
- The impact of 'catch up' interventions for students who are on alternative provision or work placements
- The cost of transport for after school clubs