



Ellesmere College Pupil Premium Report 2019/20

Pupil Premium funding allocation	
Number of identified students 2019/20 as eligible for Pupil Premium	102
Number of identified students 2019/20 as eligible for Pupil Premium Plus as Looked After Children	10
Students in receipt of Pupil Premium/PP+ as % of total roll	39%

Other funding allocation	
Number of identified students 2019/20 as eligible for Year 7 literacy and numeracy catch-up premium	30

Total academic year allocation 2019/20	£127,642.58
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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 2019 to 2020 financial year, schools will receive £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 will also receive £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 students 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.

Barriers to future attainment and rationale

All students in a special school like Ellesmere College face particular challenges; because for the majority of our students, lower attainment is related to their often-complex learning and sensory needs. At Ellesmere, pupils who receive pupil premium do not stand out as low attaining as they often do in mainstream settings, as socio- economic factors are not their main barrier to learning. Historically, an analysis of our progress data has shown that there is no discernible gap in the achievement of pupils in receipt of FSM or Pupil Premium. Pupil Premium funding is used to support a range of opportunities that enhance learning across the school. Some of these are for all students, with activities being subsidised by pupil premium funding and some activities are exclusively for students who qualify for pupil premium. This is monitored carefully, to ensure that every student benefits from the money allocated to them.



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 our Ellesmere Steps assessment statements for Primary and KS3 students and against accreditation levels for KS4 students and are intended to be aspirational. Students in 2 of our Primary classes, including our Foundation 2 children, are assessed against all strands of the Early Years Framework

The data below is from our last data point before the Covid-19 lockdown, based on teacher assessment, broken down into EYFS, Primary, Key Stage 3 and Key Stage 4. The figures relate to students who had met or were exceeding their target:

EYFS

Group of students	Number in group	Communication & Language – Listening and Attention	Communication & Language - Understanding	Communication & Language – Speaking	Literacy - Reading	Literacy - Writing	Mathematics – Numbers	Mathematics – Shape, Space and Measure
Both classes	15	100%	86.67%	86.67%	100%	100%	93.34%	93.34%
Pupil Premium	3	100%	100%	100%	100%	100%	100%	100%
Non-Pupil Premium	12	100%	83.33%	83.34%	100%	100%	91.67%	91.66%



Group of students	Number in group	PSHE – Making Relationships	PSHE – Self-Confidence and Self Awareness	PSED – Managing Feelings and Behaviours	Physical Development – Moving and Handling	Physical Development – Health and Self-Care	Understanding the World – People and Communities	Understanding the World – The World	Understanding the World - Technology
Both classes	15	73.34%	80%	86.67%	93.34%	100%	100%	93.33%	100%
Pupil Premium	3	100%	66.67%	66.67%	66.67%	100%	100%	100%	100%
Non-Pupil Premium	12	66.67%	83.33%	91.67%	100%	100%	100%	91.67%	100%

Group of students	Number in group	Expressive Arts and Design – Exploring and Using Media and Materials	Expressive Arts and Design – Being Imaginative
Both classes	15	93.33%	100%
Pupil Premium	3	100%	100%
Non-Pupil Premium	12	91.67%	100%



Primary

Group of students	Number in group	English	Maths	PSHE	Independence	Understanding the World	Physical Development	Technology	Creative Arts
Whole key stage	37	70.27%	64.86%	56.76	71.43%	64.87%	88.89%	62.16%	78.38%
Pupil Premium	18	83.33%	77.78%	66.67%	72.23%	77.78%	94.44%	66.67%	83.34%
Non-Pupil Premium	19	57.90%	52.64%	47.37%	70.59%	52.63%	83.33%	57.89%	73.68%

Key Stage 3

Group of students	Number in group	English	Maths	PSHE	Independence	Understanding the World	Physical Development	Technology	Creative Arts
Whole key stage	93	73.11%	86.02%	60.21%	61.29%	76.34%	68.82%	83.87%	50.53%
Pupil Premium	39	68.08%	80.85%	72.34%	57.45%	74.69%	70.21%	85.11%	48.94%
Non-Pupil Premium	54	72%	84%	44%	56%	66%	64%	78%	48%



Key Stage 4

Group of students	Number in group	English	Maths	PSHE	Understanding the World (Science)	Physical Development	Technology	Creative Arts
Whole key stage	69	71.02%	72.46%	47.05%	60.87%	86.88%	82.36%	69.57%
Pupil Premium	44	79.55%	72.72%	48.84%	63.63%	86.48%	86.05%	63.64%
Non-Pupil Premium	25	56%	72%	44%	56%	87.50%	66%	72%

Our progress data shows that students in receipt of Pupil Premium funding are generally performing in line with, or better than, non-Pupil Premium students. The exceptions to this are the PSHE strands in Early Years and Creative Arts in Key Stage 4. The EYFS PSHE curriculum is one of our priorities on our College Development Plan for 2020-21. Further moderation will take place with all Key Stage 4 deliverers to ensure that staff are accurately assessing students in Creative Arts.

The data below outlines the accreditation achieved by Year 11 Pupil Premium students in 2019/20:

	English	Maths	ICT	Science
Entry Level 1	2	0	1	6
Entry Level 2	7	4	0	5
Entry Level 3	7	11	3	5
GCSE/Level 1	3	4	10	



Summary of Pupil Premium spending

The table below, drawn from our 2019-20 Action Plan, shows how our Pupil Premium and Year 7 Catch Up funding has been used in the last year. The effectiveness of any action 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. Where there is no RAG rating, this is due to the impact of Covid-19.

We evaluate the Action Plan termly, analysing the impact of each objective and considering whether the funding has been allocated as needed.

Due to the Covid-19 outbreak and subsequent lockdown, we were unable to meet all of our objectives for this academic year. Where appropriate, these will form part of our Action Plan for 2020-21. Objectives impacted by this have been identified with an *. Projected costs for these objectives can be found in brackets and italics in the 'Cost' column.

Allocation of Funding 2019/20

Item	Cost	Objective	Intended impact	Lead	Impact measure	Impact RAG rating
Area: Curriculum learning						
Identified staff to work on individual intervention for English and across primary and secondary	£12,238.50 – staffing costs for L3 Literacy TA (x10 hrs/wk)	Co-ordinate Individual Programmes to students identified as not making expected progress in English,	Students to be back on track following individual programme	AMA/RC	Comparison of progress data Reading Test or other objective testing pre and post intervention	Solid progress was made in phonics across the phases. Progress data from Spring 2020 demonstrated that the percentage of students meeting or exceeding their targets in English generally



		through ½ hour sessions delivered twice a week for a half term period				increased from the previous academic year Primary = 70% (down 2%) Key Stage 3 = 73% (up 10%) Key Stage 4 = 71% (up 15%)
*Identified staff to work on individual intervention for Maths across primary and secondary	<p>(£6119.25 – staffing costs for L3 Intervention TA (x5 hrs/wk)</p> <p>£1500 – staff training on new intervention</p> <p>£200 – staff cover costs for training)</p>	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	<p>Comparison of progress data</p> <p>Numeracy Test or other objective testing pre and post intervention</p>	Training was due to take place in March 2020, but this was cancelled due to Covid-19
Subscription to Education City for Maths	£424	Provide all students with log-ins to access additional Maths learning at home	Students are making good or better progress in Maths	KP/HC	Comparison of progress data	<p>Progress data from Spring 2020 demonstrated that the percentage of students meeting or exceeding their targets in Maths increased from the previous academic year</p> <p>Primary = 64% (up 12%) Key Stage 3 = 86% (up 25%)</p>



						Key Stage 4 = 72% (up 12%) In addition, we were able to use Education City as part of our Home Learning offer during the Covid-19 lockdown.
Support with early identification of areas for development in literacy	£6119.25 – staffing costs for L3 Literacy Intervention TA (x 5 hrs/wk)	Targeted student support programmes in place following baselining	Students in receipt of Year 7 catch up premium make at least good progress	RC	Comparison of progress data	Progress data from Spring 2020 demonstrated that 70% of students in receipt of Year 7 catch up premium were meeting or exceeding their targets in English
Support with early identification of areas for development in Maths	£6119.25 – staffing costs for L3 Intervention TA (x 5 hrs/wk)	Targeted student support programmes in place following baselining	Students in receipt of Year 7 catch up premium make at least good progress	HC	Comparison of progress data	Progress data from Spring 2020 demonstrated that 87% of students in receipt of Year 7 catch up premium were meeting or exceeding their targets in Maths
All Primary classes to access 'Let's Talk' speech and language programme	£12,238.50 – staffing costs for L3 Intervention TA (x 10 hrs/wk)	Develop key communication skills	Students are making good or better progress in their spoken communication	AMA/RH	Intervention TA feedback reports	Targeted intervention support, via 'Let's Talk', for identified Primary students in place, based on EHCP referrals.
Purchasing of book banded reading schemes	£5551.65	Provide a clearly structured approach to reading	Students are making good or better progress in their reading	RC/AMA	Comparison of reading data	Students made good progress through the book bands, but further development is needed.



Talk for Writing literacy training for all Primary and KS3 teachers	£1155.70	Provide staff with training to develop students' written skills	Students are making good or better progress in their writing	RC/AMA	Comparison of progress data	Currently 72.87% of Primary and KS3 students are making good or better progress, in comparison to 63% in 2018/19.
Book banding benchmarking training for all TAs	£400	Provide staff with training to ensure students are reading at correct level	Students are making good or better progress in their reading	RC/AMA	Comparison of reading data	Staff have benchmarked reading book bands and have promoted readers to next band where appropriate. Further training is required to ensure a better degree of accuracy.
Food instructor employed to teach all KS3 and KS4 accredited food lessons	£20,209	Students have access to subject-specialist instructor	Students are making good or better progress in KS4 food accreditation	DA	Comparison of independence data	Progress data from Spring 2020 demonstrated that 70% of KS3 students are making good or better progress. In a recent (05/03/20) standardisation meeting, all KS4 students were seen to be on course to achieve their accreditation.
Funding for middle leader to complete their NPQML	£860	Increase understanding of Pupil Premium and how this can be used to raise teaching quality	Students are making good or better progress in Understanding the World (Science)	AS	Comparison on progress data Accreditations in Science	NPQML course start was delayed to March 2020, which was then impacted by the Covid-19 lockdown measures. Course has started online, but difficult to measure impact until next academic year.
Area: Student well-being						



Access to a weekly counselling session	£6000	Opportunity to spend time with a trained counsellor		KM	End of year reports from counsellor Intervention database review	<p>The individualized nature of therapies means that it is hard to assess a direct impact on pupil outcomes; however, all therapists and providers meet with SLT to discuss softer impact information such as interaction, emotional awareness & communication. In these terms there is evidence of impact & good value for money.</p> <p>Access to the counsellor via the telephone was available throughout the Summer Term.</p>
Access to art therapy 'drawing and talking'	£8243.10 – staffing costs for L3 Intervention TA (x 6hrs/wk)	Support students with their mental health and wellbeing		KM	Intervention database review	
School dog	£2828.79	To support students with their mental health and wellbeing	Reduction in high level behaviours for identified students	SB	Intervention database review	
Rock School	£2150	Increase student confidence and resilience	Increased student confidence	KM	Intervention database review	
Access to biking intervention	£5100	Support students with their physical and mental health and wellbeing	Reduction in behaviour incidents for students accessing intervention	KM	Intervention database review Comparison of behaviour incidents data	



						<p>For other students, anecdotal evidence suggests an increase in confidence and ability to talk through any concerns.</p> <p>Access to biking intervention was available during the Covid-19 lockdown</p>
Area: Student behaviour and personal development						
Behaviour and learning mentors assigned to support identified students	£11,300.64 (Cost of 50% of 1 behaviour and learning mentor)	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	Progress data Exclusions data	<p>1 student's progress improved from 'below' or 'significantly below' to 'good' or 'exceeding' across 4 areas of learning during the time of their individual programme of study.</p> <p>Between 2018/19 and 2019/20, there was a 20% decrease in the number of exclusions</p>
Area: Families and Community						
Parent workshops	£3174.80 (staffing costs) £1100 (cover costs for staff delivering)	To provide support for parents covering a range of topics	Parents feel that the school supports them as well as their children and use suggested strategies at home	DS	Parent survey results	Verbal feedback from parents during and after workshops has been positive



Home visits	£364.30 (transport costs for SSOs)	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 and Parents Evenings	KM	Attendance figures for parents evening and EHCP reviews	Attendance at Parents Evening improved by 8% (year on year comparison). Attendance at EHCP annual reviews improved by 15.18% in Primary and 3% for the rest of school.
Area: Enrichment programme						
*Increase number of after school activities available for students	£1500 (staffing costs) (Additional £500 from PE and Sports Premium)	To provide sporting and non-sporting activity clubs specifically for Primary children (e.g. tennis, gymnastics, Lego club)	Students to have attended a club and been given information/ links to clubs to continue these activities outside of school	MB/MW	Club registers Feedback from parents	Trial for summer term had been planned. MW working alongside KD to ensure activities offered are appropriate. Objective not met due to Covid-19
Increase number of enrichment opportunities available during the school day	£949	To provide a variety of experiences to develop students' social skills including	All students have had the opportunity to take part in a range of experiences	GJ	Enrichment register	All students have been able to access 1 whole school theatre performance on-site. Further performances and visits to local music venues were



		theatre groups and music specialists				planned, but cancelled due to Covid-19.
	*£2740	To contribute to transport and tickets for a performance at local theatre (Curve) for all students	All students have had the opportunity to visit a theatre and experience a production	MB	Register of attendance	Planned whole school visit to Curve theatre June 2020 Objective not met due to Covid-19

In addition to the above planned expenditure, we also utilised £1398.72 of Pupil Premium funds to provide all students with stationery packs to support the home learning packs we provided during lockdown.

Total spent: £112, 645.73

Underspend due to Covid-19: £14, 996.85

Future considerations for 2020/21

When planning the 2020/21 Pupil Premium spending, the following will be considered based on the above evaluation:

- How we can best support students' mental health and wellbeing needs due to the impact of Covid-19
- Training intervention staff to deliver a wider range of interventions, to include more curriculum-focused ones
- The impact of providing more whole staff training to improve outcomes in classroom
- How we can best develop staff understanding of the delivery of PSHE, particularly in EYFS and Key Stage 4
- How we can best support students with home learning, in light of Covid-19