



# PUPIL PREMIUM & TRANSITION FUNDING REPORT

## CONTEXT

Pupil Premium and Transition funding is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers and to aid the transition of Year 11 pupils moving on from school. Evidence shows that children from disadvantaged backgrounds generally, face extra challenges in reaching their potential at school and often do not perform as well as their peers

### Eligibility and funding

Pupil Premium Funding is paid to schools according to the number of pupils who they have in January each year from the following groups.

### Free school meals

Students who have been registered as eligible for free school meals at any point in the last 6 years receive Pupil Premium Funding. In 2019 to 2020 financial year, schools get £1,320 for every primary school age pupil, or £935 for every secondary school age pupil. In 2020 to 2021, the figure is £1,345 per primary school age pupil and £955 per secondary age pupil.

### Looked-after and previously looked-after children

Students who have been in care for 6 months or longer receive additional Pupil Premium Funding. Schools get £2,300 for every pupil who has left local authority care through adoption, a special guardianship order or child arrangements order. From April 2020, the new rate will be £2,345 per eligible pupil.

## OVERVIEW OF PUPIL PREMIUM FUNDING

Due to the coronavirus pandemic, the DfE have recognized it is not possible to evaluate the impact of pupil premium for all of 2019/20 and have said that schools should continue to monitor the grant's use and report on its impact at the end of the 2020/21 financial year. It is also recommended that schools set multi-year pupil premium strategies and only carry out a 'light touch' review every year. In addition, leads for PPG across the trust will be working with each other on an ongoing basis to share learning and practice.

<b>Academic Year</b>	2019 - 2020	<b>Total PPG Budget</b>	£29,433.59
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<b>Total Number of pupils on roll</b>	54	<b>Total Number of Pupils on roll with PPG</b>	26 (48%)
<b>Projected PPG allocation 2020 - 2021</b>	£24,620.04	<b>Total PPG Expenditure</b>	£29,274.00

<b>Academic Year</b>	2020 - 2021	<b>Total PPG Budget</b>	£21,591.91
<b>Total Number of pupils on roll</b>	56	<b>Total Number of Pupils on roll with PPG</b>	30 (54%) 52% of KS3 students are eligible for PPG 58% of KS4 students are eligible for PPG
<b>Projected PPG allocation 2021 - 2022</b>	£23,355	<b>Total PPG Expenditure</b>	£21,030

## PUPIL PREMIUM STRATEGIES

### 1. Enhance quality of education

- continue to develop curriculum to ensure broad and balanced offer
- staff to attend training resources, reflect on practice and share information with the wider school community
- outdoor learning focus across the provision to improve pupil engagement and participation in learning
- fund trips, visits, vocational activities and project work (covid-19 restrictions apply) to help pupils gain experience and a wider understanding of opportunities within their local community.

### 2. Improve literacy and communication skills

- lead best practice in high-quality oracy education
- ensure effective baseline data on all pupils for a greater understanding of their needs
- train staff to deliver interventions and increase awareness

### 3. Improve attendance

- Attendance lead to work with parents, local authority and pupils to improve individual attendance
- rewards for pupils with good attendance with positive praise

### 4. Strengthen diagnosis and interventions to meet specific needs of those with send

- training on trauma informed practice for school staff so that they can better understand how this affects the young people who attend our school
- create a training opportunity for baseline assessments, interventions and create a robust assessment hub

### 5. Strengthen attitudes to learning

- training on zones of regulation, metacognition and other relevant topics throughout the year for staff
- develop a curriculum incorporating metacognition, cultural capital and support/counselling service for young people

## ASSESSING IMPACT OF PUPIL PREMIUM FUNDING

Data used:

- pupils improving their attendance
- pupils progress made from the baselines on their arrival to the academy
- improvement in reading ages
- improvement in sessions lost due to exclusions
- pupils achieving formal qualifications
- pupil destinations after they have left the school

	2019 - 2020				
Average increase in attendance	Progress average grade	Reading age	Average % sessions lost due to exclusions	Formal qualification	Destinations
15%	1.8 increase	No data	1.53	100%	4 NEET 15 Post 16 Education
	2020 - 2021				

Average increase in attendance	Progress average grade	Reading age	Sessions lost due to exclusions	Formal qualification	Destinations
21.4%	TBC Target 2.3 increase	TBC	Target 1.47	95% Target 100%	3 Possible NEET 17 Post 16 Education

### ALBANY SPENDING OF PUPIL PREMIUM FUNDING

- 25% Contributions to Push Forward – Specialist group and 1 to 1 provision looking at life skills, well-being, practical applications for Work Related Learning and community lead projects. Reduced to 2 days per week next year
- 25% Contributions to Kickboxing sessions
- 25% Contributions to Rugby Club sessions
- 25% Contributions to Sunset Barn Care Farm sessions
- 25% Contributions towards 1 to 1 staff home tuition
- 25% Contributions to Winchmore tutors 1 to 1 home tutoring
- 25% Contribution to Challenge Learning (inc, Thorpe Woodlands, Clip n Climb, gymnastics and horse riding)
- School breakfast club
- Music lessons

### REVIEWED ACTIONS

Action	Intended Outcome
Implementing Boxhall assessments (already purchased) through training with staff and regular MER of impact – assessment and next steps. To enable us to further screen the SEMH and cognitive needs of students alongside our other baseline and impact assessments. Increase focus of support and intervention so that we can fine-tune the interventions, curriculum and teaching for students.	Incomplete not started
Increase staff competency in delivering literacy, numeracy and communication skills intervention within their core group teaching and as a specific intervention for identified students.	Assessment hub assessments have been increased (AW) and 1 to 1 intervention started for reading and comprehension. Ensure all students are supported to make significant progress in their basic learning skills to increase access to the curriculum

Targeted 1:1 tuition through NTS, with a focus on students who are on a path to reintegration and are identified to have fallen considerably behind their expected progress trajectory due to lockdown.	Incomplete SBa left the Albany
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## ACTION PLAN

Action	Intended Outcome	By whom?	Reviewed when?
Implementing Boxhall assessments (already purchased) through training with staff and regular MER of impact – assessment and next steps.	To enable us to further screen the SEMH and cognitive needs of students alongside our other baseline and impact assessments. Increase focus of support and intervention so that we can fine-tune the interventions, curriculum and teaching for students.	CH / RM to lead implementation	Half termly impact and review
Increase staff competency in delivering trauma informed intervention within their core group teaching.	Ensure all students are supported to make significant progress in their basic learning skills to increase access to the curriculum Staff to train in trauma informed, metacognitive processes	EO to lead and support new SENDCo VP to support MER process throughout the year	Half termly impact and review
Full impact evaluation of Pupil Premium Funding per activity	Determine the impact of activities. Assessing academic relevance, attendance, £/hr, and SEMH skills	EO	December 2021 for review of impact and next steps