

**Pupil Premium Report – 2019-20 into 2020-21**

**The Pupil Premium Grant Allocation Summary**

**2018-19**

**Total no. of PP students:** 297 (28% of total roll)

**Delegated funding:** £277,925 (staffing: £194,096 and non-staffing: £83,829)

**Academic year funding:** £279,470 (Sep 2018-Aug 2019)

**Per pupil funding:** £935 (58% of 2018-19 and 42% of 2019-20)

**Total no. of PP students in Year 11-(2018/19):** 55 pupils

**Total no. of PP students in Year 11-(2019/20):** 69 pupils

**Funding for 2019-20**

	2019-20	2020-21	
Roll @ census KS3/4	1057	1152	
PP funding	935	935	
No of pupils	292	343	
% of PP from census	28%	30%	
Funding for PPG	272 991	320 775	<b>Projection</b>

**Coronavirus Catch Up Funding 2020-21**

Due to the coronavirus pandemic and associated lockdowns, we have invested heavily in distance learning for pupils. Even during term time, pupils were asked to isolate and therefore had to learn from home with their teachers’ support. This has increased the expenditure required for all students, including those eligible for the Pupil Premium funding. In particular, we have purchased extra computers for pupils to work from home, dongles so they have the internet to work remotely, extra licence subscriptions for online learning platforms, extra photocopying and postage for pupils who do not have devices at home (so they receive work packs fortnightly), extra weekend and holiday revision classes for Y11 and Y13 pupils to catch up due to lost face to face teaching since March 2020, revision guides and textbooks for pupils so that they are able to work from home with resources required for the courses and schemes of learning. The one-off coronavirus catch-up grant will subsidise this extra expenditure slightly, but the total spend of these items, in addition to increased sanitisation costs in school to keep pupils safe will well-exceed the income from this grant.

**Total pupils eligible for the grant in October 2020 = 1152**

**Funding per pupil for coronavirus grant = £80**

**Total income from coronavirus grant = £92,160 (£23,040 received Sept 2020)**

**NOTE:** When the Pupil Premium report is published after the end of this academic year, a breakdown of spending for this coronavirus grant will be published. This will be in January 2022.

## **An Overview**

At Villiers High School, over 80% of pupils are EAL, over 10% SEN. Pupil prior attainment is below the national comparator for many pupils and around half do not arrive with Key Stage 2 data and require support to adjust to the English schooling system. We believe that what happens in the classroom makes the biggest difference: improving teaching quality leads to greatest improvements at lower cost than structural changes. Therefore, we focus our energies on deploying high quality staff and invest heavily in their professional development. The spending aims to continuously improve teaching and learning in order to raise the standards of learning and progress in the classroom. We also focus a great deal on staff retention so that there is continuity of relationships and learning.

## **Barriers to Educational Achievement Faced by Eligible Pupils at Villiers High School and Strategies Used to Overcome Them**

Villiers is a large and diverse school with a higher than average proportion of pupils receiving pupil premium funding (28% compared to the secondary school average of 12.4%). We therefore work to ensure that pupil premium pupils are identified through our internal data systems, so that all staff are able to reflect upon the progress they are making.

We regularly review the academic and pastoral progress of all pupils using key indicators set within our school and report to parents/carers about this at three points during the academic year. Our internal analysis specifically identifies the progress of pupil premium students compared to non-pupil premium students from Y7 onwards. Where pupils are new arrivals to the country and do not have KS2 data, we are able to use cognitive ability tests and reading tests to identify their academic potential as soon as they begin Villiers High School and we analyse the performance for pupils against the shadow KS2 fine scores we set. This enables us to refine methods we use within classrooms, in tutor groups and across the school to ensure pupil premium students do not fall behind their peers. This is a systematic approach which is consistent with all pupils across the school regardless of their background.

At Villiers High School, we have invested in support staff, teaching staff and data systems so that prompt action is taken to support pupil premium students if they are identified as falling behind. We have the same high expectations for all pupils regardless of their socio-economic background and understand that the interventions we have in place can help to reduce the barriers that pupil premium students face in fulfilling their potential.

At the end of each assessment cycle (three points in the year), the internal systems identify pupils whose progress is below average given their baseline data. All teachers will implement in-class and/or out-of-class intervention (in additional to timetabled lessons) in order to best support the pupil in making at least average progress by the next assessment window. The school structures which support this are as follows:

- Head of year intervention: takes the form of focus groups targeting specific pupils.
- Head of year intervention: working with pastoral teams and placing pupils on progress reports from teachers for daily and weekly reflection on progress with pastoral team; including setting weekly goals.
- Head of year intervention: homework clubs focusing on particular pupils based on their baseline – including most able pupils and those whose attainment is likely to fall below a grade 3 (or U/E in KS5).

- Pupil mentoring: pupils whose progress is well-below peers are allocated to a mentor from the leadership team.
- Head of department and teacher intervention: data informed focus groups to target particular pupils focusing on specific elements of work in order to boost progress.
- Pastoral mentoring: heads of year review pupil progress and allocate broader support from specialist colleagues – for example, to improve behaviour, time management, interaction with peers, raise career aspirations.

As a school, we have reviewed the evidence and ensure we integrate strategies that are research-based. In particular, we have reviewed the findings from the Education Endowment Foundation and focus on arts participation, behaviour interventions, collaborative learning, digital technology, feedback strategies, skills and knowledge-based homework, literacy development strategies, social and emotional development strategies. These strategies benefit the learning of all pupils which reflect in the high progress made overall (DfE: +1.09 in 2019).

The Pupil Premium has helped to fund a number of projects including alternative curriculum groups, enrichment opportunities, specialist support, extra-curricular clubs, holiday classes and Saturday and holiday schools. The Pupil Premium has also enabled the school to address the issue of language acquisition and consolidation, continuing and expanding its programme of one-to-one and small group interventions. Discussion in small groups has enabled EAL children to improve their speaking and reading skills.

All pupils have the opportunity to have a free breakfast in the mornings. A key need identified within the student body is for cultural enrichment. Many of the pupils will have no experience of visiting farms, museums in London or other activities that many may take for granted. So an important use of the Pupil Premium, as well as money from the general school budget, is to provide funding for educational trips and visits. These visits serve to broaden pupils' horizons and expose them to opportunities they would not otherwise experience. It is difficult to measure the positive impact of these visits, but even within the confines of the examination system, a question on an English Language paper asking pupils to write a letter detailing a visit on the Tube or to a farm could prove difficult without exposure to the kinds of experiences educational trips can provide.

In organising educational trips and visits, the school is not just targeting those eligible for Pupil Premium funding, but instead providing opportunities for the whole pupil body. This addresses the issue of socially deprived families who are just above the threshold for receiving Free School Meals, and therefore Pupil Premium funding, but who still require support. Providing opportunities for all also captures those pupils who may be eligible for Free School Meals but whose parents do not wish to apply, which can be an issue with some communities.

### **Use of Pupil Premium: Summary**

- Quality First Teaching (highly focused lesson design with sharp objectives, high demands of pupil involvement, appropriate use of teacher questioning, modelling and explaining, an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups, an expectation that pupils will accept responsibility for their own learning and work independently, regular use of encouragement and authentic praise to engage and motivate pupils; recorded on SIMS for celebration). This is used alongside feedback strategies appropriate to the subject and year group – CPL budget to ensure all students benefit from this

- Intervention groups in Year 7,8 and 9
- Extra-curricular clubs, holiday revision and Saturday schools, lunchtime and after school interventions
- One-to-one and small group tuition. Discussion in small groups has enabled EAL children to improve their speaking and reading skills
- Cultural enrichment. Experience of visiting farms, museums in London or other activities that many may take for granted
- Ingredients for Food technology paid for
- Funded trips with subsidies for most
- Free breakfast for pupils
- Music instrumental lessons subsidised
- Investment in digital technologies to raise aspirations and support learning. For example use of Google classroom, UniFrog, Seneca learning as well as subject specific software packages which require annual subscriptions for pupils to gain full access

### **Use of Pupil Premium: Specific Interventions Summary**

- Intervention Lessons added onto timetable
- Dance project with Year 9
- Inspirational Speaker Series talks
- Lunch time enrichment clubs timetabled each half term
- Debate Mate
- School counsellor
- Mentoring
- Resources paid for e.g. revision guides For Y10-Y11 pupils.
- Saturday schools for Y11 pupils
- Attendance monitoring (related software investment)
- ESOL Classes
- In class support
- Youth worker recruited
- 1:1 Reading sessions
- Reading Intervention Project
- Holiday revision classes for Y11 pupils
- Student conferences (careers, further education)
- Revision workshops with exam boards subsidised
- A well-designed PSHCE programme for all year groups focusing on social, cultural and emotional development. Including investment with relating resources and subscriptions.
- Social emotional development deep-learning activities – for rich learning days developing leadership and knowledge of threats online and how to be more responsible citizens on the internet

### **Measuring the Impact of Pupil Premium**

In 2018-19, national data shows from the DfE shows that disadvantaged pupils at Villiers High School achieved a Progress 8 score of +0.29. The national average for non-disadvantaged pupils was +0.13

and for disadvantaged pupils was -0.40. This shows that the pupil premium strategies were highly effective.

We continue to track the gap between pupil premium and non-pupil premium students using our internal data and are on course to continue the excellent three-year trend (2018: 0.41, 2019: 0.39, 2020: 0.2) of closing this gap. Our pupil premium pupils make progress well above non-pupil premium pupils nationally. Our internal data systems use a common Progress 8 predictor based on age-related assessments from Y7 and we are therefore able to identify disadvantaged pupils who are at risk of falling below peers and intervene early. We invest in annual software subscriptions and consultants when required to ensure the data analysis process is accurate and usable by all key stakeholders in good time so that pupils benefit from the effective use of data.

We also review pastoral data to gauge the impact of strategies. Our attendance data and fixed term exclusion data shows that pupil premium students are well engaged and our current cohort attendance is above the national average.

### Next Review of Pupil Premium Strategy and Impact

We review the impact of strategies at each assessment point which takes place at the end of each term, with a formal, holistic review after national progress and attainment data is published. This report is therefore updated annually with the *next publishing date being February 2022* once the DfE released the validated outcomes data for pupils (or sooner due to Covid-19 changes).

### Appendix 1 - Summary of Outcomes for Pupil Premium – Trend Data

<b>Overall Progress 8</b>			
	2018	2019	2020
Disadvantaged Villiers	0.29	0.83	1.47
Disadvantaged National	-0.44	-0.45	NA
Non-disadvantaged Villiers	0.74	1.23	1.68
Non-disadvantaged National	0.13	0.13	NA
<b>Overall Attainment 8</b>			
	2018	2019	2020
Disadvantaged Villiers	44	50.2	53.21
Disadvantaged National	36.7	36.7	NA
Non-disadvantaged Villiers	44.5	48.11	49.87
Non-disadvantaged National	50.1	50.3	NA
<b>English &amp; Maths Attainment 5+</b>			
	2018	2019	2020
Disadvantaged Villiers	48%	52%	54%
Disadvantaged National	24.9%	24.7%	NA
Non-disadvantaged Villiers	41%	45.06%	48%
Non-disadvantaged National	50.1%	50%	NA

English & Maths Attainment C/4+	2018	2019	2020
Disadvantaged Villiers	57%	63%	71%
Disadvantaged National	44.5%	44.7%	NA
Non-disadvantaged Villiers	56%	60.49%	65%
Non-disadvantaged National	71.5%	72%	NA

## Appendix 2 – Breakdown of PPG Expenditure – 2019-20

Planned expenditure	
Staffing	£178,820
Non-Staffing	£101,900
<b>Total</b>	<b>£280,720</b>
Time of (1 Average teacher salary & 1.5 average support staff salary)	£93,500
Teaching staff(s) with extra responsibility	£15,650
Pastoral Support (0.4 FTE)	£14,000
Learning mentor (0.5 FTE)	£13,000
Attendance Officer 0.3 FTE	£8,820
Career's support (0.4 FTE)	£8,600
TA support (0.35 FTE)	£7,500
Revision classes	£6,000
Interventions (Easter, Saturday etc)	£4,250
School counsellor (0.15 FTE)	£3,000
Social worker (0.2 FTE)	
Mentoring (SLT time) 5 hrs x 7 SLT	£2,000
SLT lead on PPG & prep time	£1,750
CPL and staff time	£750
Blended learning (IT devices)	£20,000
Classroom, facilities & IT infrastructure upgrades (R&M) 7% of £300k	£18,000
Trips and Visits	£11,600
Minibus	£6,500
Uniform and (Hardship fund 50%)	£6,000
Breakfast Club (COVID-19 19 free meals 20-21 only)	£5,000
LA Consultancy school improvement (40%)	£4,800
Equipment, Materials & Rewards	£4,000
Premises/admin other infrastructure costs (phone, Elec, Gas, postage, paper, First Aid, other admin resources etc)	£5,000
Leisure facilities / Extra Football / cricket / Boxing private classes	£3,500
Duke of Edinburgh	£3,500

Resource packs / copying	£2,500
Subscriptions (e.g., Debate mate)	£2,000
PPG (Grants to staff for project work)	£2,000
Sub Music lessons and equipment	£2,000
Specialist software	£2,000
Furniture and Equipment	£2,000
Parental Engagement (staff time & refreshments)	£1,500
<b>Total Planned Expenditure</b>	<b>£280,720</b>
<b>Total PPG allocation</b>	<b>£272,991</b>
<b>Balance/(Deficit)</b>	<b>(£7,729)</b>