

## Pupil Premium Annual Impact Report 2019-20

### Context

The pupil premium is available to Schools and Academies to provide additional support for students in receipt of free school meals or who have been eligible for free school meals at any point in the last six years. Looked after children, children adopted from care attract a slightly higher rate of funding while there is a smaller amount of funding provided for the children of service personnel.

A total of 536 pupils at Stepney All Saints were eligible for Pupil Premium (PP) funding in 2019-2020, because of the free school meals criteria. The breakdown of eligible pupils was:

	Year 11	Year 10	Year 9	Year 8	Year 7	Total
<b>Number of PP</b>	118	112	115	114	77	536
<b>% of cohort</b>	57	55	55	55	37	52

Stepney All Saints has a high percentage of Pupil Premium students; 52% compared to the national average of 13%. This places the school in the highest PP eligibility band. The school is measured on the performance of our Pupil Premium students in comparison with non-Pupil Premium students nationally. The school spends the funding on ensuring Pupil Premium students achieve outstanding achievement and progress that is at least in line, if not exceeding that of our non-pupil premium students.

In 2018-19 the Pupil premium funding was spent on the following:

<b>Pupil Premium income (estimated)</b> <b>£542,300</b> <b>(September 2019 – August 2020)</b>	
<b>Category</b>	<b>Budget allocation (£)</b>
Staffing costs for Curriculum Analysis	£65,543
Booster classes/ Revision Programmes/ Saturday and holiday classes	£60,972
Academic Tutors	£192,426
Accelerated Reading programme	£3,342
Learning Support Assistants	£157,211
Behaviour Support Assistants	£81,553
Learning Support Unit	£58,618
Attendance & Welfare	£39,833
Careers Guidance/ Work Experience	£32,401
School Counsellor	£29,696
Tower Hamlets Arts and Music Education Service (THAMES)	£18,489
Tower Hamlets Youth Sport Foundation	£0
Enrichment – Cass Mountains for 5 groups	£0
<b>Total</b>	<b>£740,084</b>
Overspend	£197,784

**Year 11 2019-20 Progress Performance figures\***

**\*The figures below represent calculations based on internal analysis. All schools across the country are exempt from data reporting and performance tables in light of the lockdown that occurred in this academic year**

	<b>Pupil premium students</b>	<b>Non PP students at SASS</b>	<b>All students at SASS</b>	<b>Non PP national</b>
Progress 8* average score	0.72	1.1	0.89	N/A
Progress 8 score EN	0.42	0.78	0.58	
Progress 8 MA	0.52	1	0.73	
Progress 8 EBACC	0.71	1.07	0.87	
Progress 8 Open slots	1.06	1.43	1.22	

\*Progress 8 is the accountability measure that measures progress across 8 subjects. This is a value added measure whereby students' results are compared to students who had the same prior attainment score at Key Stage 2. The EBACC is a suite of subjects that the Department of Education encourages all pupils to take up.

This analysis is based on the CAGs which we submitted to the exam boards. The average Pupil Premium students here at our school have not performed as well as all other students at the school in all progress 8 indicators.

### Year 11 2019-20 Attainment Performance figures

	Pupil premium students	Non PP students At SASS	All students At SASS	Non PP national
Attainment 8 average score	55.01	59.49	57.01	N/A
Attainment 8 score EN	11.09	11.93	11.47	
Attainment 8 MA	10.33	11.38	10.8	
Attainment 8 EBACC	15.83	17.17	16.43	
Attainment 8 Open slots	17.75	19.01	18.32	

\*Attainment 8 is the average measure of each individual student's attainment across their 8 best performing subjects at GCSE.

We can see that again whilst Pupil Premium students have attained good grades there is still a small gap between PP and non-PP.

### Yr11 results 2020 – a detailed comparison of attainment between pupil premium and non-pupil premium within our school

English	Cohort	Entered		Standard (9-4)		Strong (9-5)	
		#	%	#	%	#	%
PP	108	106	98	97	90	78	72
Non-PP	87	87	100	82	94	71	82
PP gap	<b>21</b>	<b>19</b>	<b>-2</b>	<b>15</b>	<b>-4</b>	<b>7</b>	<b>-9</b>

<b>Mathematics</b>		Entered		Standard (9-4)		Strong (9-5)	
	Cohort	#	%	#	%	#	%
PP	108	108	100	91	84	59	55
Non-PP	87	87	100	78	90	59	68
PP gap	<b>21</b>	<b>21</b>	<b>0</b>	<b>13</b>	<b>-5</b>	<b>0</b>	<b>-13</b>

<b>Science</b>		Entered		Standard (9-4)		Strong (9-5)	
	Cohort	#	%	#	%	#	%
PP	108	108	100	85	79	69	64
Non-PP	87	87	100	74	85	61	70
PP gap	<b>21</b>	<b>21</b>	<b>0</b>	<b>11</b>	<b>-6</b>	<b>8</b>	<b>-6</b>

<b>Languages</b>		Entered		Standard (9-4)		Strong (9-5)	
	Cohort	#	%	#	%	#	%
PP	108	98	91	74	69	60	56
Non-PP	87	80	92	64	74	46	53
PP gap	<b>21</b>	<b>18</b>	<b>-1</b>	<b>10</b>	<b>-5</b>	<b>14</b>	<b>3</b>

<b>Humanities</b>		Entered		Standard (9-4)		Strong (9-5)	
	Cohort	#	%	#	%	#	%
PP	108	97	90	68	63	50	46
Non-PP	87	79	91	64	74	46	53
PP gap	<b>21</b>	<b>18</b>	<b>-1</b>	<b>4</b>	<b>-11</b>	<b>4</b>	<b>-7</b>

### Performance by grade:

%	Grades	Grades	Grades	Grades
	9-8/A*	9-7/A	9-5/B	9-4/C
% Pupil Premium	17	30	66	82
% Non PP	20	36	73	88
% PP gap	-3	-6	-7	-6

### A comparison of the performance of pupil premium students against that of non-pupil premium.

At the outset of this comparison it is important to note that this does not reflect how we are measured by the Government. As was stated earlier, the school is measured on the performance of our Pupil Premium students against that of non-Pupil Premium students **nationally**.

It is however worthwhile to consider this analysis as part of our ongoing self-evaluation. There is a small gap between the performance of Pupil Premium students and non-pupil Premium in English and Maths in terms of standard passes. Science has a small gap at 9-4 also when comparing PP to non-pupil premium; this year's situation mirrors last year's. There is a significant closing of the gap between pupil premium students and non-pupil premium students in Languages which is a positive outcome. Humanities has shown a similar trend in performance to the other subjects at standard passes.

The gap between PP students and non-PP students has widened for strong passes.

In the overall performance measure, the school has performed well, with both PP students and non-PP students achieving strong Progress 8 scores. However, there is still a gap in attainment that we continue to address. Performance outcomes for PP (9-7) students has widened this year in comparison to 2018-2019. Our Pupil Premium students continue to achieve a much higher rate than the national average.

#### This year 2020-21

This year we have implemented a clear learning and teaching plan focusing on consolidation of what has been learnt during lockdown. This has been coupled with increased intervention plans. These have been placed strategically throughout the year and are planned to coincide with data collection points to ensure that where there are any gaps these can be targeted and improved upon. A key objective for the school this year will be to close the internal gap between the progress of PP and non-PP at P8 and progress in the core subjects.

### **KS3 Expected progress 2019-2020**

Due to school closure from March 2020, data collection periods were used to collect soft data assessment/performance data. Consistent numerical data was not collected by that point in the year to be able to make a meaningful comparison.

### **COVID School Closure – March 2020**

As a result of national school closures from March 2020, aspects of our Pupil Premium Strategy were suspended or new support measures put into place to help pupils in receipt of pupil premium during lockdown:

- The school remained open throughout the pandemic for key worker students and vulnerable students. Teaching staff were deployed throughout this period to support students with their online learning
- Additional monies were spent on school mobile phone system to allow for increased pastoral support of students. This support was led by the safeguarding team and pastoral teams to ensure that students were receiving wellbeing checks by staff. This also saw students receiving support with their online learning where needed.
- IT resources were redeployed/reconfigured for those students who did not have regular and individual IT. This was led by pastoral teams who worked with families to identify those in need and a school wide laptop loan scheme was established to help where needed.

## **Glossary of Acronyms**

- APS – Average point score
- CPD – Continuing Professional Development
- CLC – Cass Learning Centre
- DDD – Drop down days
- EBP – Education Business Partnership
- FAP – Fair Access Protocol
- HAP – Higher achieving students
- HoDs – Heads of Departments
- HoY – Head of Year
- HT – Head Teacher
- KM – Key Marginal
- LAP – Lower achieving students
- LW – Learning Walk
- LO – Lesson Observation
- MAP – Middle achieving students
- NEU – National Education Union
- PA – Persistent absenteeism
- PiXL– Partners in Excellence
- PSHE – Personal, Social and Health Education
- RSE – Relationships and sex education
- SF – Sixth Form
- S/G – Safe Guarding
- SIP – School Improvement Plan
- SLT – Senior Leadership Team
- SMSC – Spiritual, moral, social & cultural
- SOL – schemes of learning
- SPD – Student Progress Data
- TP – Tracking period
- VA – Value added
- WAG – Working at grade