



Pupil Premium Funding Impact Report 2022-23

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and to close the gaps between them and their peers.

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children of all abilities from disadvantaged backgrounds and their peers and to raise attainment.

The Pupil Premium also provides funding for children who have been looked after (CLA) continuously for more than six months and the children of service personnel. For the purposes of this report Disadvantaged pupils are considered as those eligible for free school meals, Ever 6 and children looked after.

Eligible pupils in years 7 to 11 are funded with £955 per head.

Children looked after or ceased to be CLA are funded with £2345 per head.

Service children are funded with £310 per head.

The purpose of the Pupil Premium Report

The purpose of this report is to outline how Pupil Premium funding allocated to Links Academy St Albans has had an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

In line with the 3-tiered approach in Education Endowment Foundation's (EEF) pupil premium guide, support/interventions must:

- support the quality of teaching, such as staff professional development;
- provide targeted academic support, such as tutoring; and
- tackle non-academic barriers to academic success, such as attendance, behaviour and social and emotional support

In the academic year 2022/23 29 students were eligible for the pupil premium. The following analysis includes all pupils on roll at the end of the 2022-2023 academic year.

In the academic year 2022-2023 £32,806 of Pupil Premium Grant funding was the projected budget, £29, 244.88 was the final income received. Extra income was received from the Cedars primary support base students.

Barriers to Achievement

The following barriers to achievement were identified as impacting on the progress and attainment of Pupil Premium pupils:

- Below national average literacy and numeracy levels
- Social, emotional and behavioural issues
- Low attendance and engagement

School objectives in spending Pupil Premium Grant (PPG)

Raising attainment and achievement of pupils to at least expected progress through:

- provision to raise literacy/numeracy levels
- providing social & emotional support/interventions to improve attendance and behaviour
- improved transportation for students with longer journey times into school (to raise attendance)
- enhanced/ improved cultural capital – trips, activities, extra curriculum activities and support with uniform, materials etc.
- personalised learning, e.g. use of external providers, college placements etc.
- CPD for staff to improve teaching and learning

<p>What areas do we need to improve?</p>	<p>Improve the attendance and attainment of Pupil Premium pupils and overcome the barriers to learning which impede progress</p>
<p>What <i>specific</i> impact do we intend these actions to have on standards, provision, attitudes, behaviour, efficiency, other?</p>	<p>Improve PP attendance through consistent tracking and implementation of strategies to encourage good attendance Enhance PP self-confidence and wellbeing by increasing opportunities for positive social interactions Enhance staff awareness of and accountability for PP outcomes Continue to improve Literacy and numeracy levels to raise attainment across the curriculum Improve provision for PP within the classroom environment</p>

PP Action Plan for 2023-24

What are our key actions to effect improvement?	Who is responsible for making sure this happens?	Progress of this Action:	How will we know this action has had the intended impact?
Improved attendance tracking for PP pupils and students with Social workers/free school meals or Young carers.	AHT – Attendance, Attendance officer & SLT	Improved procedures implemented to monitor the attendance of all students including PP students. Strategies put into place to encourage good attendance. HFL offering advice and support to improve attendance	Attendance of all students, including PP students to improve and reach at least national average
In depth tracking and analysis of PP attainment data	AHT/Attendance Officer – Data & Reporting	Improved data tracking to enable early interventions and to measure performance against other groups of learners	Gap between PP pupils and non-PP pupils in school and nationally is reduced further. Clear breakdowns of progress provided for management committee
Develop staff awareness and accountability of identifying and addressing barriers to learning	AHT – Data & Reporting/ SLT	To develop the school and staff understanding of PP and strategies to address barriers to learning through CPD	Learning strategies to address the needs of PP pupils will be evident through lesson observations and student engagement and behaviour
Build social interaction skills to raise self-esteem/confidence and wellbeing of SEMH PP students	SLT/School trip leader/Healthy Lifestyles lead	To provide all PP Students with the opportunity to socialise in a positive way through rewards visits, educational trips and enrichment classes during lunchtime and after school.	Increased enjoyment in school improving attendance and engagement in the curriculum
Extend whole school initiative to improve reading, literacy and numeracy levels across the school.	SLT/Form Tutors/Literacy and Numeracy leads	To identify students with low reading age and provide reading/spelling strategies and/or intervention. Phonics programme to be delivered	Reading ages increased and students developed confidence in accessing GCSE/BTEC examinations.

		Literacy and Numeracy activities are embedded and accessed through Tutor time weekly.	
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Spending Plan for 2022/23

Expenditure department	Intervention	Summary	Funding (Actual spend)	Effectiveness and Focus
Pupil Premium	Subsidised Breakfast/ break-time snack for PP pupils Free School Meals	All PP pupils offered a healthy breakfast/ break-time snack Healthy lunchtime school meal entitlement for students with FSM and PP	£3600	To ensure all PP pupils are able to engage with their learning by starting the day fully fed and maintaining focus throughout the day. To ensure PP pupils are provided with a healthy meal daily to allow them to focus, engage with their learning and to provide positive social/interaction and experiences.
Home school Transport Site to site transport Vehicle fuel/vehicle maintenance	Transportation	Transport for PP pupils who require transport to various settings and appointments.	£8900	PP pupils are able to attend school regularly and punctually in order to improve their attainment and wellbeing. PP pupils are also able to access appointments such as CAMHS sessions alongside other Educational experiences. Students transported between sites. Welfare checks are carried out if students do not attend school.
Student support-uniforms	Pupil Equipment and/or clothing/school uniform	PP pupils who need specific items of equipment and/or clothing that allows them to access their learning have them purchased for them	£790	PP pupils have their needs met without barriers so they can continue with their learning and maximise their progress and attainment

Curriculum enhancement	Subsidised revision materials	PP supplied with revision materials/ revision books/Laptops to support their learning at home and preparation for end of course exams	£2760	<p>To support PP pupils with accessing the curriculum through using ICT. To support the implementation of Goggle classroom and provide each individual student in having a Chromebook.</p> <p>Functional skills booklets to access learning at home</p> <p>Food technology resources to enable PP students to access Cooking skills qualification</p>
Trips/Visits	Educational Trips & Visits	To ensure that PP pupils are able to access educational visits and trips that will enhance their experience of the curriculum and break down barriers to learning. Such trips are motivational and an important social aspect of their learning	£1680	<p>A range of activities to support pupils in improving their attainment and social skills with peers and staff. An incentive to engage with aspects of their learning.</p> <p>Visits to places of worship as part of PSHME curriculum. To develop a better understanding of different faiths, race and religion. Develops empathy and social skills.</p>
External AP	Youth Connexions, College Placements & Work Experience	Increased support and guidance for PP students at KS3 and KS4 for careers advice and setting up work experience placements. College placements offered to individuals	£7875	<p>To enable PP pupils to gain experience of the working environment and College to build social skills and prepare for the next steps in their education/ work life.</p> <p>D of E award resources and materials.</p> <p>Pastoral support is provided to students when accessing Alternative provision to enable success and provide a key familiar adult</p>

Therapeutic services	Counselling/Art/Play Therapy	A service accessible for PP pupils requiring emotional and mental health support to improve their personal wellbeing and family relationships.	£7000	To enable PP pupils to develop coping strategies to help them self-regulate and understand their behaviours. In school support provided by Healthy lifestyle lead and MHST.
Staff CPD	Staff training for supporting SEND students	PP students have a range of SEND needs. Training staff to support the varying SEND needs presented.	£2350	Staff have been provided with further training in how to provide targeted support to meet the varying SEND of the PP students. Trauma and Attachment training for two staff members (Additional training costs identified after publication of the 22/23 strategy statement)

Total Income 2022-2023 - £29,244.88

Total Expenditure 2022-2023 - £ 34,995

PPG Impact on Attainment 2022/23

Headline Results

<u>Whole School Measure</u>	2019 All	2019 PP	2020 All	2020 PP	2021 All	2021 PP	2022 All	2022 PP	2023 All	2023 PP
% students achieving 3+ High Quality KS4 Qualifications	83%	80%	94%	100%	79%	88%	90%	80%	82%	71%
% students achieving 9-5 English and Maths GCSE	0%	0%	0%	0%	7%	0%	10%	10%	0%	0%

% students achieving 9-1 English and Maths GCSE	57%	80%	94%	100%	79%	75%	90%	80%	82%	71%
% students achieving at least 1 9-1 in any GCSE or Equivalent^	100%	100%	100%	100%	100%	100%	90%	80%	91%	86%
% students achieving at least 1 Pass in any qualification	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

GCSE 5 Grade 9-1 Measures

	2019	2020	2021	2022	2023
5 9-1 All pupils	83%	81%	86%	70%	73%
5 9-1 Non PP	63%	67%	67%	10%	27%
5 9-1 PP	80%	92%	75%	60%	71%
Difference	+17%	+25%	+8%	+50%	+44%
9-1 E&M All pupils	57%	94%	79%	90%	91%
9-1 E&M Non PP	50%	67%	83%	10%	100%
9-1 E&M PP	80%	100%	75%	80%	86%
Difference	+30%	+33%	-8%	+70%	-14%

We have seen a slight decrease in PP attainment this year although an increase regarding the amount of 9-1 qualifications gained. Once CLA student joined our setting in March 2022 and was not able to access the GCSE courses. Before joining us in February 2023 he was disengaged from Education and had not been in a formal classroom environment for many months. We are able to help support him gain Level 1 qualifications and build his confidence to access Level 2 qualifications as part of his post 16 plan. All PP students gained at least one GCSE qualification whilst others gained Merits and Distinctions in some BTEC Level 2 courses.

Impact of strategies and support implemented from the 2022-23 PP Spending plan

- Catch-up sessions were provided to all PP students to facilitate progression towards their target grade, this impacted on the results for GCSE English and Maths.

- Breakfast made available to all students on arrival to school and once a week hot breakfast provided-meeting basic needs to prepare students for learning
- 1:1 Tuition was provided for students to help improve GCSE grades in Maths and English alongside BTEC qualifications to which all students left with qualifications and had Post 16 plans
- CAT, PASS, NGRT and NGST testing continued to provide a clear indication of student ability on entry and to identify barriers to learning in order to implement early intervention alongside GL Assessment Progress Testing in English, Maths and Science to provide a clearer indication of baseline ability in the core subjects. This enables teaching staff to create personalised teaching approaches to meet the SEND needs of PP students and help develop academic achievement
- CPD – Staff training on Google classroom which provided an opportunity for students to have further support accessing the curriculum, developing ICT skills and alleviating the low literacy barrier. Chromebooks are being used more frequently to enable students to access learning
- School uniform and clothing/ equipment for specific learning provided to PP students to ensure all students can engage and access their learning.
- Woollam Crescent site offered Science teaching weekly which has had a positive impact on the Science qualifications gained by students

PP Action Plan for 2023/24

The main areas of focus in 2023/24 continue to improve the attendance and attainment of Pupil Premium pupils and overcome barriers to learning are set out below:

- Continue to improve attendance tracking for PP pupils through improved attendance intervention, school cooked lunch, incentives and support for the families of PP students.eg Intensive families first support
- Implement a new whole school reading carousel strategy into improve reading, comprehension and literacy levels across the school-That Reading Thing as well as one English lesson weekly as a Literacy Carousel.
- Build social interaction skills to raise self-esteem and wellbeing for SEMH PP students through offering Enrichment classes during Lunchtime and after school. This will be in addition to work experience placements and College provision.
- Embed our Attachment and Trauma informed practice across the school and link it with 'Therapeutic Thinking' (previously STEPS) through training sessions and whole school INSETS. Create the 'Team around the student' to provide an additional layer of support outside of the classroom. This will add a breadth and depth and understanding of how attachment and trauma presents in young people, how it can create barriers to learning and how we can develop strategies and support to overcome these barriers.



- PP students attending our Woollam Crescent site will have a widened curriculum offer to provide access to more qualifications.