



Pupil Premium Statement 2019-20

What is the Pupil Premium Grant (PPG)

The government believes that the Pupil Premium Grant (additional to main school funding) is the best way to address inequalities in students' attainment by ensuring that there is financial support to tackle disadvantage.

The Government believes that schools can decide how the PPG is spent since they are best placed to assess what additional provision should be made for individual students.

National research shows that children who have been eligible for Free School Meals, at any point in their career, have consistently lower educational attainment than those who have never been eligible. It should also be noted that students at YPA are already vulnerable to under achievement due to their SEND relating to their social, emotional and mental health. It is therefore, pertinent for the school to consider additional strategies when planning effective interventions to maximise the impact of this funding for PPG students or any other students that the school has legitimately identified as socially disadvantaged.

Who is eligible for Pupil Premium?

- Students eligible for Free School Meals (FSM); to qualify students must be children of families in receipt of Income Support/Job Seekers Allowance/Income Related Employment and Support Allowance/Child Tax Credit (but not Working Tax Credit) and whose household income does not exceed £16,190 pa.
- Children Looked After (LAC); a child who is in Local Authority care continuously for 6 months.
- Children with parents in the armed forces (Service Children).

Young People's Academy

- Ensures that teaching and learning opportunities meets the needs of all students.
- Ensures that appropriate provision is made for students who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged students are adequately assessed and addressed.
- In making provision for socially disadvantaged students, the school recognises that not all students who receive free school meals will be socially disadvantaged.
- YPA also recognises that not all students who are socially disadvantaged are registered or qualify for free school meals.

2019/20

	Number of eligible students	Unit value	Annual allocation
FSM	49	£935	£45,815
CLA	3	1,900	£5,700
Service Children	0	0	0
		Total	£51,515

Success Criteria for PPG students

The desired impact of the allocation in 2019-20 was to:

1. **Improve attendance** through honest, open and regular communication between the school and families.
2. **Accelerate achievement** for students throughout the school, with some exceeding expectations via the provision of better resources and an improved support system.
3. **Improve standards of behaviour** and **educational and emotional wellbeing** within the school.

In response to this, the school has:

- Closely tracked the progress and attainment of those in receipt of Pupil Premium and compared this to their peers in the school.
- Monitored closely absence, via the Family Liaison Co-ordinator and Solution Teams, and supported students and families to improve attendance.
- Identified and recorded any additional interventions put in place for those in receipt of Pupil Premium and analysed the impact of these interventions.
- Recorded and analysed positive and negative incidents for those in receipt of Pupil Premium and compared them to the rest of the school.
- Monitored attendance of parents/carers of those in receipt of Pupil Premium at Annual Review meetings.
- Reported all racist/homophobic/bullying/serious incidents and exclusion data to Governors every term and identified whether any disproportionately involve those in receipt of Pupil Premium either as perpetrators or victims
- Tracked the success of transition from Year 11 to Post-16 education for those in receipt of Pupil Premium.

Allocation of PPG funds 2019-20:

- **£6k:** Innov8 - alternative off-site provision commissioned by the school as part of the curriculum to support a small number of PP students who have strengths in vocational learning and at risk of disaffection. This has promoted better engagement, attendance and achievement for Y10 and Y11.

- **£15k:** Part funding of pro-rata salaries for intervention rooms providing support for specific students to access the curriculum in a highly differentiated way.
- **£4k:** 1-1 tuition via ASEND for specific academic interventions in English and maths
- **£6k:** Financial support for all socially disadvantaged students to attend trips and off-site activities, building confidence, self-esteem and engagement.
- **£1k:** Cost of Service Level Agreement with Hillingdon LA's participation team to monitor and track student attendance.
- **£7k:** Annual cost of family liaison co-ordinator (Sept – July), improving (decreasing) PA rates and speed of follow-up about absence.
- **£2k:** Boxing therapy sessions supporting PP students to develop confidence and resilience and improve access to learning as a result of feeling more focused and confident.
- **£3k:** 1-1 Literacy and Numeracy interventions in place for PPG students identified as 'at risk' of under-achievement
- **£1k:** Breakfast club, providing students with a better start to their day.
- **£6k:** Towards cost of therapeutic programme at the farm.

Total = £51,000

Evaluation of outcomes at YPA 2019-20

Objective 1: Improve attendance

Attendance data for the academic year 2019-20 saw a rise in students attending school up to the end of the spring term. Due to the disruption caused by the COVID-19 pandemic and subsequent national lockdown attendance figures for the summer term cannot be included in the overall data set.

The overall attendance for the academic year 2019-20 for students eligible for the pupil premium was 92.3% showing no significant change from the previous academic year. This is in line with the attendance of the school as a whole for the 2019/2020 academic year (93%). KS3 attendance showed an increase from the previous year, from 93% to 94% however KS4 remained constant at 92%. Of the students entitled to the pupil premium (89% of NOR) 17 students had attendance that was below 80% (three of these were persistent school refusers with attendance below 50%). For these students the school can evidence a number of positive interventions including external tutoring, bespoke timetables, home visits, involvement of the participation team and other external bodies (e.g. family support worker) to encourage better attendance.

Objective 2: Accelerate achievement

Using the school's own baselines allied to CAT scores and the assessment framework, 75% of students entitled to the pupil premium made at least 'meeting target' progress in English, with 15% of this cohort making progress above their target (April 2020). For maths, these figures are 61.9% and 7.4% respectively (April 2020). This sits in line with progress made in En/ma by pupils not in receipt of the premium; however,

it needs to be considered that at YPA, three quarters of all students are eligible for the pupil premium. The participation of students in vocational courses (Construction, Mechanics, Food Technology, Health and Fitness, Design Technology, Photography and Art) led to 77.4% of students entitled to the pupil premium meeting or exceeding their targets across their enrichment (non-core) subjects (April 2020).

KS4 entitled to the pupil premium achieved an average of 7.8 qualifications in Y11, this is in line with the cohort as a whole. 92.3% of Year 11 PP students achieved a minimum of an Entry Level certificate in both English and Maths. (July 2020)

Objective 3: Improve standards of behaviour and educational and emotional wellbeing

Students' attitudes to learning and conduct behaviour across the school are good. The provision of additional support and processes, such as the reflective ethos, restorative practices, the school charter and the reward system help students across the school to take pride in their work, respect other people and value their school.

Again due to the disruption caused by the COVID-19 pandemic and subsequent national lockdown behaviour figures for the summer term cannot be included in the overall data set. Behaviour data up to the end of the spring term demonstrated an overall decrease of 12% in incidents of unacceptable behaviour on the previous year.

In 2019/2020 the pupil premium cohort received a total of 23 incidences of fixed term exclusions (FTEs) - (85% of total exclusions for the year) this is roughly in line with the ratio of PPG students on roll; this number increased from 9 incidences of fixed term exclusions the previous academic year. The vast majority of these exclusions took place in the Spring Term (15 FTE between January and March) which could be attributed to the change in SLT with the appointment of a new head of school.

The use of the Green Room (Learning Resource Base) and the Reflection rooms (manned by a specialist intervention teacher and LSA) have enabled a small cohort of students who face particular challenges with their emotional wellbeing to be fully supported to engage with their learning, whilst at the same time ensuring the education of their classmates is not adversely affected. These rooms create a nurture environment and enable these students to access 1:1 teaching and additional support for their needs. For example, Student J had struggled to attend school and engage in lessons for around a 12 month period from the start of the academic year 17-18 due to high anxiety; he would only receive an hour of offsite tuition a day. Consequently, he had made little or no progress in English or Maths. Since September 2018, on a graduated return to school via the Green Room, he had increased to full time school by the end of the academic year, achieving an attendance rate of 85%. By the end of the 19/20 academic year he had also achieved 5 GCSE (or equivalent) qualifications including English and Maths.