



# Sir Tom Finney Community High School

## PUPIL PREMIUM REPORT – EVALUATION 2019-20 AND PROPOSED ACTIONS 2020-21

### INTRODUCTION

The pupil premium grant was introduced in 2011 and was designed to address certain inequalities and disadvantages for an identified cohort of young people using specific funding criteria. Every school is given access to additional funding to support their most disadvantaged pupils, allowing schools the autonomy to respond appropriately to individual circumstances, with accountability measures put in place and monitored via inspection.

### AIMS

At Sir Tom Finney Community High school we aim to learn and achieve together and strive for excellence and equality for all our young people. The school vision is to challenge, empower, inspire and prepare our students for the next stages of their education or adulthood. We recognise that all young people, irrespective of disadvantaged circumstance, in our setting have diverse challenges and barriers to learning, therefore teaching and leadership, have adopted a focussed approach to small groups and individuals including those who meet criteria supported by the PPG. The provision and actions therefore benefit the whole school population as well as those in receipt of PPG in meeting those challenges and needs. These include:

- Provision of a range of interventions, resources, access to technology and technological aids to support progress, personal development and emotional wellbeing and welfare
- Meeting the administrative requirements of CLA students, engaging in meetings with parents/carers, external agencies and multi-disciplinary groups.
- Ensure that students can engage in broader enrichment activities such as bespoke music/singing lessons, extended swimming support, residential breaks and trips, sporting activities and performance.
- Ensure staff expertise is updated to provide an ongoing breadth of knowledge and skills in relation to student needs and progress
- To provide timely support to families so that students attain their full potential, by supporting home to help reduce identified barriers to learning.

- Ensure students are still able to access charged items in school (fruit, specific clothing, residential/visit costs, bought resources for food technology, transport costs to external curricular activity, costs associated with work experience).
- Ensure capacity to support students who require additional 1-1 personal care and support during lunchtime and other unstructured activity

In addition to the above, the unprecedented situation linked to the COVID19 pandemic will require:

- (i) A need to subsidise further activity, resources and provision to support individual young people in their emotional resilience, mental health and wellbeing and nurture their return to fulltime schooling from September.
- (ii) Re-establish positive relationships and good working habits.

Governors have requested within evaluations and proposals key messages are responded too:

- Identification of those with access to PPG
- Noting starting points and comparisons with Non-PPG students
- Comparisons of attainment/achievement with Non-PPG students
- What had greatest impact and possible reasons why that was the case?

All students who meet criteria for PPG are communicated to staff at the start of an academic year, so they are aware from the outset who, within each group they need to ensure are making progress at similar rates to Non-PPG students in their ability group. Invariably our experience tells us that deprivation and disadvantage for the vast majority of our young people is not the specific barrier to their learning. It is their learning difficulty, disability or condition that is the driver to their rate of progress.

Starting points are identified early in the academic year and a baseline assessment is in place from which rates of progress can be measured or tracked throughout the year, allowing individual and cohort comparisons as required. However, this year, given COVID19 restrictions and schools being 'closed' for traditional delivery of teaching and learning between end of March to June and a phased wider re-opening until the end of term; alongside the DFE guidance that traditional attainment and assessment practise this year will not take place means comparative analysis of assessment and tracking of progress between PPG and Non –PPG students is not possible in this academic year.

It is also unwise this year to suggest any one particular activity or intervention has had the greatest impact, but there is a definite correlation between student emotional resilience and mental health and nurture as having a 'tangible' impact and in the current climate this will be an even higher priority; therefore access to mentoring, counselling, emotional literacy (ELSA) support will be fundamental in the forthcoming year and may require an adjustment in strategy determined by School Improvement Plans to place this as a top priority.

Individual interventions in previous years for the most able in their core subjects of English and Maths and subjects in which individuals excel such as performance or computing have resulted in significant achievement and progress with some gaining GCSE or equivalent results, but given 'lockdown' this has not been as beneficial overall.

Supporting home study has become an increased priority over this period and there is some measure of successful home learning, but this has not been consistent often due to parental inconsistency in supporting home learning activity which is difficult in many cases for our student population and

their families to consistently pursue. To extend this principle we have initiated virtual meetings with individuals and groups and this will be embedded within any need to return to online or home learning situation, due to local 'lockdown' for example.

As to fun and enjoyment and participating in activity some of our PPG cohort would not normally get access to, being able to participate in music tuition, singing, educational visits and residential opportunity, after school and holiday club, work experience placements and other extended services offer the most impact.

Some very specific use of PPG to support individual needs often linked to a specific learning need such as VI/HI/Speech therapy will for those young people have the most impact.

Other expenditure which PPG supports, such as staff training, administrative and cover arrangements, technology and software subscriptions do have a wider impact which includes those who are in receipt of PPG, but also offers whole school benefits.

### PP Income 2019-20

Number on Roll	173	
Eligible Pupil Premium	74	58 Pupils @ £935 2 Pupils @ £300 7 pupils @ £2,300 7 pupils @ £1,800 (4 x part year)
Amount of grant received in School	£78,730	

### PP Expenditure 2019/20

Narrative	Cost	Cost Centre Allocated	Objective
Designated Senior Leader – cover arrangements	15,000	Staffing	To attend CLA / PEP / Child in Need / TAF meetings. Administration including reports.
Family Liaison Officer	10,000	Staffing	To support and encourage families to access extended activities. To engage pupils in a healthy attendance routine. To provide support regarding welfare and care
Mentoring / Counselling	10,000	Staffing Bought in services	To promote Mental, Emotional health, wellbeing and resilience
Speech and Language	7,000	Staffing	To support speech and language therapist in delivery of social communication groups.

Mobility Care Support	3,420	PP	Encourage increased mobility through cane support/habilitation
Inclusion Solutions	810	PP	Offer advice and support to visually impaired QTVI
Lancashire County Council	6,820	Bought in Services	Offer advice and support to hearing impaired QTHI
Residential Subsidy	1,350	Residentials	Year 7 transition and social interaction/enrichment opportunities
Music Provision	6,064	Bought in Services	Raise self-esteem and promote confidence and progress specific skill area
Staff Training	8,000	Training & Development	Professional development for staff to gain relevant knowledge, which is current and up to date and supports progression
Extended Services	10000	Staffing	Enable pupils to have the opportunity to access broader activities through lunchtime, morning and after school clubs and opportunities
In house Interventions	2,000	Staffing	Specific intervention, additional support or personalised timetables to encourage pupils to reach their targets.
Software Subscriptions / Resources	3,000	ICT	Ensure pupils have access to up to date software that encourages and engages individual pupils in reaching their targets.

<b>Total Pupil Premium Grant Received</b>	<b>£78,730</b>
<b>Total Pupil Premium Expenditure</b>	<b>£83,464</b>
<b>Total subsidised from School Budget</b>	<b>£ 4,734</b>

#### 2019-20 outcome evaluation

<b>Desired Outcome</b>	<b>Actual outcome</b>
For 85% Pupil premium students to achieve their IEP targets	Due to COVID19 not applicable in current circumstances
For Pupil premium students to achieve their annual targets in line with all school population	Due to COVID19 not applicable in current circumstances Staff have been monitoring work set and outcomes for home learning opportunities Reports to parents and annual review documentation offer anecdotal evidence of progress
To meet the complex sensory needs of individual students	Will be ongoing through personalised teaching timetables. Specialist provision and equipment bought to raise achievement and support teaching and learning
For identified students to access college provision providing a pathway for further education	Supported for transport and TA support to help with transition and course tasters College visits Family liaison time to complete application forms for college Careers and work related learning pathways and packages of learning pursued
That CLA young people feel supported	Monitored achievements and wellbeing of CLA support by DSL and social care reported via PEPs completion – all receiving an outstanding grading (ongoing)
Attendance monitoring and support for families	Monitored attendance to ensure healthy attendance routine for all (ongoing) Phone calls home to monitor non-attendance and support families.

	Home visits if needed
To support families in need	face to face meetings; sign posting to external support and group meetings; assistance with claim forms etc. (ongoing) Attendance at CIN meetings and report writing CPOMS reports and Chronology
For students to access out of school activities to develop communication and confidence.	Provision has included: Breakfast clubs Lunch time clubs After school clubs. offering a variety of experiences and activities Holiday club provision
To improve communication skills	Using in-house SALT provision and liaison support to access and monitor programmes (ongoing)
To ensure that Students on PPG attend residential like their peers	Subsidised the cost of residential (ongoing)
That students access Music and singing lessons if they are interested and further develop communication through a creative means.	Subsidised the cost of Music lessons and individual singing (ongoing)
To improve the mental wellbeing of students To extend our holistic curriculum and provide enrichment opportunities	mentoring sessions and counselling offered as required students access the contemplation room with support (ongoing but increase emphasis next year) Students identified for ELSA group work <b><i>*This will move forward as priority outcome in light of COVID19 experiences of our students.</i></b>

### PP Income 2020-21 (estimated)

<b>58 FSM @ £955</b>	<b>55,390</b>
<b>2 service children @ £310</b>	<b>620</b>
<b>7 PPG+ @ £2,345</b>	<b>16,415</b>
<b>5 PPG (virtual school) – £1,800</b>	<b>9,000</b>
<b>Total Pupil Premium Estimate</b>	<b>81,425</b>

### PPG Outcome plan 2020-21

<b>Desired Outcome</b>	<b>Action / Approach</b>	<b>Evidence</b>
To develop, improve and support the mental health, wellbeing and	Develop an emotional literacy programme that supports all students Inc. those with PP	Incidence of behaviour in plans and associated information Progress and assessment tracking and reports Cpoms Chronology of events

<p>resilience of students within PPG cohort (In some cases due to direct link and response to COVID19 situation and experiences)</p>	<p>Pastoral support with key worker Increase ELSA support in school through training. Additional ELSA training approved at a cost of £695 Referral to Elsa sessions /programme in school Ongoing conversations with families if there are concerns. Referral to CAMHS for students with complex mental health needs if parents feel this is needed Whole school ACE's training and developing the school as an 'Attachment and Trauma' aware school Virtual meetings with individuals or groups supporting online/home learning arrangements as required</p>	<p>CAMHS referrals documentation ELSA log of support and lists Completion of training and school attains recognition as ACES friendly and 'attachment and trauma' aware establishment. on line/ home learning plans as part of a 'recovery' model ELSA training completed for another key member of staff</p>
<p>PPG cohort to achieve/exceed annual targets in line with other school cohorts with a focus on core subjects and any 'catch-up' required</p>	<p>Set challenging but achievable targets across core subjects, monitored, tracked and add interventions as required.</p>	<p>PIVATS tracking data, accreditation results, annual review outcomes, reports and evidence through scrutiny of work, learning walks and monitoring of T&amp;L</p>
<p>Raise achievement after assessing any loss in progress for PPG cohorts against PRE-COVID tracking information</p>	<p>To incorporate 'baselining' early in new academic year to establish, if any, loss in progress against pre Covid tracking information for core subjects and that could direct specific intervention activity.</p>	<p>Baseline information Interventions as required Progress tracking data</p>
<p>To support 'as additionality' meeting the complex specific needs of individual students – e.g. VI/HI /ASD who present on PP register <i>(This may also include access to specific new technology or technological aids or software)</i></p>	<p>Employment of a part time QTVI teacher Using a personalised teaching timetable. Ensure that specialist provision is bought in to raise achievement and support teaching and learning sensory processing Mobility and habilitation HI Specialist teaching service Technology and ICT resource and support</p>	<p>QTVI staff member timetabled to work alongside directly specific individual students as timetabled and offer advice and support to other staff. Programmes of support from external services being followed with specific outcomes.  Raised achievement identified through PIVATS  Purchased resources and goods can be tracked through orders and invoices</p>
<p>That CLA, families and young people with PP access feel supported, mentored and counselled</p>	<p>Monitor achievements and emotional wellbeing and progress of CLA via support from DSL and social care</p>	<p>Reports and attendance at meetings for CLA, PEP, CIN and TAF Reporting liaison meetings and activity parental involvement</p>

	Families 'in need' feel supported via parental liaison and face to face meetings and virtual support meetings.	
Attendance for students in PPG cohort is in line/exceeds school average	Monitor attendance	Termly Attendance figures Ongoing monitoring in school regular phone calls to families if there are any concerns
To offer students within PPG cohort the opportunity to access appropriate range of clubs and out of school activity	Provision of: Breakfast clubs Lunch time clubs After school clubs. Offering a variety of experiences and activities. Holiday clubs <b>* restriction easing dependant</b>	Registers at clubs
To ensure students within PPG cohort presenting with specific communication and SALT requirements enhance their skills	Using in-house SALT provision to support access to programmes	Students following SALT programmes and evidence of progress (eg. Speaking and listening targets PIVATS)
To ensure that Students within PPG cohort attend residential/educational visits	Subsidise the cost of residential/educational visits <b>* restriction easing dependant</b>	Registers of attendance
Students within PPG cohort can access Music and singing lessons if they are interested and further develop communication and interests through a creative means.	Subsidise the cost of Music lessons and individual singing <b>* restriction easing dependant</b>	Register of those taking up the opportunity