

# Pupil Premium Impact Statement 2019-2020

For the financial year 2019/2020 we had 548 students who qualify for Pupil Premium funding which equates to £522686.

This funding is intended to benefit students on free school meals, children who have been looked after continuously for more than six months, looked after children and service children. The government believes that the Pupil Premium, which is additional to main school funding, is the best way of ensuring that funding to tackle disadvantage reaches the students who need it most.

The Government believes that it is for schools to decide how the Pupil Premium Fund is allocated and spent per eligible student, since they are best placed to assess what additional provision should be made for the individual students within their responsibility.

Whilst schools are free to spend the Pupil Premium, they are held accountable for how they have used the additional funding to support students from low-income families. From September 2012, the government required schools to publish online information about how they have used, and are using the Funding. This will ensure that parents, carers and other stakeholders are made fully aware of the attainment of students covered by the premium.

## 1. Students eligible for Pupil Premium

The PPG per student criteria and unit for funding is as follows

Students in year 7 to 11 recorded as Ever 6/FSM	£935
Looked after children (CLA) this includes: <ul style="list-style-type: none"> <li>Children who have ceased to be looked after by local authority in England and Wales because of adoption,</li> <li>A special guardianship order,</li> <li>A child arrangements order or</li> <li>A residence order</li> </ul>	£2,300
Service children, Ever 6 Service <ul style="list-style-type: none"> <li>One of their parents is serving in the regular armed forces</li> <li>They have been registered as a 'service child' in the <a href="#">school census</a> at any point since 2011</li> <li>One of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)</li> </ul>	£300

## 2. Summary information

School	The Academy of Saint Francis of Assisi – ESFA Funding Statement				
Academic Year	2019/20	Total PP budget	£522, 866	Date of most recent PP Review	March 2019
Total number of students on roll	811	Number of students eligible for PP	548	Date of last external review of this strategy (Steve Ruddy)	March 2019

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### 3. Students identified as eligible for PP funding by year group and subgroup January 2020

Cohort		Disadvantaged		Sub group	SEN DIS		WBR DIS		EAL DIS	
Year	NOR	No.	%		No	%	No	%	No	%
7	179	128	71.5		52	82.5	52	83.9	40	54.1
8	178	117	65.7		38	80.9	50	76.9	57	55.9
9	178	126	70.8		33	80.5	41	80.4	64	64
10	163	111	68.1		24	77.4	43	82.7	47	54.7
11	160	113	70.6		20	90.9	52	92.9	47	56.6
All	858	595	69.4		167	81.9	238	83.2	255	57.3

### 4. Current Attainment Measures 2019-20

Measure	2019 Students eligible for PP (school)	2020 students eligible for PP (school)	2019 NA (National other)
Progress 8 score average	-0.85	-0.53	0.13
Attainment 8 score average	32.77	36.99	NA
% achieving Basics (4+ in English and Maths)	29.7%	42.7%	72%
% achieving EBacc	3.3%	2.7%	29%

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## 5. Rationale: How are we spending the PPG?

The spending of pupil premium funding has been partly influenced by external research; such as the Sutton Trust toolkit – see Appendix (I) and the DfE study into effective use of Pupil Premium funding this research outlines effective methods that support improved Pupil Premium achievement.

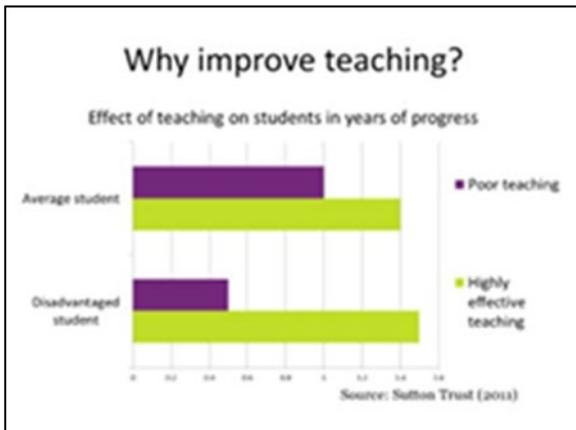
We have implemented a review of the PPF plan to ensure it has maximum impact upon raising the achievement and attainment of the diverse community we serve here at The Academy of St Francis of Assisi. We have listed specifically students' barriers to achievements bespoke to our own school. We have considered these at grass-roots level rather than a focus upon outcomes for students in Year 11. We feel this will further refine our strategic approach in accelerating the pace of improvement in the progress of pupil premium students in all year groups. We also do not confuse eligibility for the Pupil Premium with low ability and thus focus on supporting our disadvantaged students to achieve the highest levels.

We have taken the views of staff and students themselves into consideration and ensured that the school's value of 'Success For All', in particular, underpins the rationale for this strategy.

## 6. Internal and external barriers to future attainment (for students eligible for PP)

<b>A.</b>	On intake for a proportion of disadvantaged students, reading ages are lower than for non-disadvantaged students hindering access to the curriculum and attainment, in particular sub groups, EAL, FSM and SEND.
<b>B.</b>	Many Disadvantaged students do not have as many opportunities to embrace a wider cultural curriculum and experiences. (links to A)
<b>C.</b>	Students' confidence and self-reliance as learners throughout school can prevent them from building and deepening their knowledge base. Complex home situations and a lack of resources for disadvantaged students can limit learning at home.
<b>D.</b>	The attendance of disadvantaged students often lags behind that of non- disadvantaged students.
<b>E.</b>	Students own expectations and aspirations for their own future are often not as high as their peers, or as high as they should be. In addition social, emotional and mental health issues disproportionately affect disadvantaged students.

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**Fig 1**

Strategies proven, by EFF toolkit, to have high to moderate impact and are low cost are:

- Meta cognition and self reflection (+ 8 months)
- Effective feedback (+ 8 months)
- Reading comprehension strategies (+ 5 months)
- Homework (+ 5 months)
- One to one tuition (+ 5 months)
- Social and emotional learning (+ 4 months)
- Behaviour interventions (+ 3 months)

## 7. Whole School Context

The Academy serves an area of Liverpool where the level of social deprivation is in the 10% most deprived areas of the country. The percentage of students who are identified as pupil premium is 63% and the percentage of students for whom English is an additional language is now 45%, many of whom are new to the country. We celebrate being multi-cultural school with students from all over the world with a breadth of cultural, religious and life experiences. There are 44 languages spoken at the Academy. The population at The Academy of St Francis of Assisi is transient.

### Pupil Premium Promise: Quality First Teaching

We understand the importance of ensuring that all curriculum planning teaching meets the needs of each learner, rather than relying on intervention to compensate. Therefore, we develop teacher talent by investing in practice and coaching so that our curricular goals are met. We practise key techniques collectively as a staff during weekly teaching and learning briefings and engineer more tailored practice during one-to-one collaborative coaching sessions. Our pedagogical approach to improving learning is underpinned by Rosenshines Principles of Instruction which informs our teaching and learning 5 essentials.

### Learning Habits for a Vibrant and Diverse Community

We are a family who celebrate diversity and a unique individuality. We do insist on good learning habits with the highest of expectations for all, regardless of background, faith or ability and this visible. We have very clear standards and rules about readiness to learn, good time keeping, respect, pride and presentation as well as having the right equipment; students are clear that they have to be ready to learn. Our uniform is smart and students are expected to wear it with pride. There is an emphasis on strong attention to detail and routine. Our growth programme underpins our personal development strategy and our ethos aims to develop character and equip students with the belief that they can contribute to the world with confidence.

### Success for All-Raising Aspirations and Broadening Experiences

Over 50% of our students live in the five most deprived areas of Liverpool, one of the UK's most significant areas of socio-economic challenge. Our priority is to raise aspirations, encourage young people to have a growth mindset, and to progress onto higher education. The message at ASFA is 'Success For All' with 'All' acknowledged as being a small, but powerful, word. We continuously expose students to University and programmes on offer and we are intent on ensuring that students' current identified barriers to becoming confident enough to believe they can achieve, at least in line with their peers across the country, is a reality addressed through our dedicated careers programme and scholarship programmes.

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8. Desired outcomes ( <i>measured by</i> )	Success criteria	Overarching success criteria
<p><b>A</b> Reading ages for pupil premium students are at least at their chronological age, measured 3 times per year by Hodder testing: This is supported by the Literacy strategy to develop fluent writing, reading and orators.</p>	<p>80% of PP students are on track to make a minimum of 1 Pearson step per year. Measurable Increase in the % of students whose RA progress at a greater than chronological rate. 70% of PP students have a reading age at least in line with their chronological age 70% of PP students in KS4 to have at least a reading age of 14.</p>	<p>PP P8 shows a rapid closing of gap towards 0.  3 year trend shows measurable increase in % of students at KS4 achieving a positive progress 8 Score.</p>
<p><b>B</b> Pupil premium students' cultural capital deepens and use of spoken language including high level rich vocabulary, increases. Wider cultural participation is tracked termly including monitoring of buy in to extra-curricular clubs.</p>	<p>Measurable increase in attendance of disadvantaged pupils experiencing wider curriculum opportunities over time. They can apply their learning and use of vocabulary in a wide range of contexts. PP attainment and progress improves.</p>	<p>The gap between the progress made by students supported by the PP funding and non PP students nationally continues to reduce.</p>
<p><b>C</b> Pupil premium students develop greater confidence independence and self-reliance in their learning. They articulate greater confidence in preparing for learning and assessment. PP students, monitored at each assessment point perform in line with national averages for P8 measure and the Basics.</p>	<p>Students demonstrate that they learn more, remember more, deepen their knowledge base over time and therefore make progress at least in line with their peers nationally. This is supported by quality first curriculum planning and teaching based upon the Science of Learning which informs the academy teaching and learning 5 essentials.</p>	
<p><b>D</b> The Academy is able to demonstrate impact on attendance compared to both last year's figures and national average percentages in relation to both attendance and PA. Students' feedback relating to their barriers to school is systematically analysed to improve provision.</p>	<p>Attendance for PP students improves to at least 95.6%. PA for PP students reduces to at least 9%. Punctuality improves to at least 2.5%. Number of FTE reduces by 50%.</p>	
<p><b>E</b> Students are fully aware of the full range of career opportunities open to them. They take full advantage of opportunities pre and post 16 including options and at All Saints Sixth Form. College.</p>	<p>There are zero PP NEET students.</p>	