

**Seckford Education Trust Pupil Premium Overview for 2019-20**

Seckford Education Trust is committed to ensuring each and every student eligible for the pupil premium benefits via this additional funding and is in no way disadvantaged when compared to their peers. **We believe in each and every young person.**

We aim to:

• Draw on research evidence and evidence from our own experience to direct funding to an offer that is most likely to maximise achievement;

• Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged students to achieve the highest levels;

• Minimise potential barriers to learning and thereby maximise progress and achievement;

• Advantage the most disadvantaged students through whole school and sometimes more targeted offer;

• Ensure all students eligible for the pupil premium make outstanding academic progress and achieve beyond expectation;

• Ensure there is transparency, through our reporting mechanisms, to demonstrate how and why this funding has been spent;

• Ensure we recognise that not all students who are socially disadvantaged are registered or qualify for free school meals and reserve the right to allocate the pupil premium funding to support any pupil or groups of students the school has legitimately identified as being socially disadvantaged;

• Ensure parents of disadvantaged children understand they can make a positive contribution to their children’s achievement across the SET schools by working alongside their school in harmony and recognising that parent involvement makes a difference.

In 2019/20, the pupil premium funding allocated to SET was £520,056. This is allocated in the following ways:

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| **SET Beccles** | **£119,860** |
| **SET Causton** | **£132,000** |
| **SET Ixworth** | **£75,359** |
| **SET Maidstone** | **£51,480** |
| **SET Saxmundham** | **£141,357** |
| **Total** | **£520,056** |

Of the total monies received, £22,093 was a contribution to staff costs.

**2019-20 was an unusual year, and prior to lockdown, the pupil premium allocation was used in the following ways:**

**1: Improved teaching**

* Work with external advisors to re-design of the SET curriculum so that all students have access to a high quality well sequenced knowledge-rich curriculum;
* Externally-led training seminars to support curriculum delivery;
* A focus on tier-3 vocabulary;
* Engagement with cognitive science, in particular Rosenshine’s Principles of Instruction.

**2. Targeted academic support**

* Year 11 intervention and 1:1 support for all year 11 students;
* Intensive literacy support using Lexia accessed by 23 % of students in Years 7 and 8;
* 1:1 support, including learning mentor, Pastoral Support Assistant mentoring, key worker support;
* Homework and study support;
* Year 11 revision guides;
* Times Tables Rockstars accessed by 17% of students in Year 7.

**3.** **Wider whole school support**

* Extended School day and enrichment;
* Christmas Enrichment events and Summer Enrichment Week;
* Breakfast Club;
* Independent Careers Advice and Guidance;
* Trust-wide Hardship Fund;
* Mentoring via Form Tutor/Pastoral Support Officer/CISS;
* Link Trustees specifically for PP;
* Brilliant Club;
* Chromebooks for individual students;
* 19% of students are also supported through the counselling service to help them work through issues which impact on their readiness to learn.

**‘Lockdown’**

In addition to these measures - and in order to respond to individual student needs during ‘lockdown’, additional funds were assigned in the following ways:

* £7,225.20 was allocated to additional lunch subsidies (this is in addition to the Government Voucher Scheme);
* £9,334.40 was allocated to Free School Meal Vouchers (this is in addition to the Government Voucher Scheme);
* £6,608.38 was spent on transport to allow children of key workers to attend school;
* £962.45 was spent on an additional ICT for students (this is in addition to the Government Scheme).

**Measuring the impact of Pupil Premium**

Whilst the disruption to the 2019/20 academic year has prevented us from reviewing the full impact of our strategies, the impact of the pupil premium is typically measured in several ways:

 • Achievement and outcomes at the end of KS4, including gaps between PP and Non-PP students;

 • Achievement and measuring of gaps between PP and Non-PP students in KS3 from the end of year exams;

• Regular monitoring of student progress;

• Monitoring of attendance;

• Uptake and variety of enrichment opportunities;

• Level of engagement and parental feedback from Progress Evenings;

• Evaluation of the impact of professional learning;

• Levels of access to the Trust-wide Hardship Fund.

**Rationale**

The 2020-2023 pupil premium strategy document outlines our **rationale** for the Pupil Premium Grant. This is to:

• Improve the academic outcomes of disadvantaged students of all abilities;

• Close the attainment and progress gap between disadvantaged students and their peers;

• Identify and implement strategies that help to increase social mobility;

• Enhance students’ cultural literacy and wider enrichment opportunities.

**Actions to consider for developing our PP strategy in 2020/21**

▪ Review the impact of Covid on individual students and families and identify students in need of additional support (academic and well-being);

▪ Review the aspects of the 2019/20 curriculum (and key vocabulary) that need re-teaching or teaching for the first time;

▪ Review strategic support around attendance and persistent absence;

▪ Carefully monitor gaps between PP and Non-PP for the new Y10 cohort and their transition to KS4;

▪ Review forecasts for new Y11 PP students with higher prior attainment and consider to what extend they may need additional intervention to ensure they maximise their full potential;

 ▪ Review intervention and support required for PP students in English and maths particularly at 5+ in Y10/Y11;

▪ More strategic monitoring of PP students engagement with enrichment;

▪ Continued PP literacy intervention required in Y8 for students who have not made sufficient advancement in reading ages by the end of Y7;

▪ Consider how best to deploy 1:1 tutors in English, maths and science;

▪ Consider how best to allocate on-line tutors via ‘My Tutor’.