



# **Pupil Premium Grant Expenditure Report to Governors**

**2021 - 2022**

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**Principle**

As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

**Background**

The pupil premium is a Government initiative that targets extra money at pupils from deprived backgrounds, which research shows underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential.

The Government have used pupils entitled to Free School Meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School meals.

The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and 'narrow the gap'. Schools will be accountable for narrowing the gap, and school performance tables will be changed to include new measures that show how the attainment of pupils who receive the pupil premium compare with their peers.

**Provision**

In order to meet the above requirements, the Governing Body of Cambridge School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress meetings.

Pupil Premium funding is profiled to schools through the raw measure of Free School Meals as well as pupils in Looked after Authority Care. In making provision for socially disadvantaged pupils, the Governors of the school recognise that not all pupils who receive free school meals will be socially disadvantaged.

The Governors also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

The Headteacher, along with the Leadership Team will maintain an on-going programme of support for socially disadvantaged pupils, which will be subject to the oversight of the Board of Governors'.

**Children by Borough****2020/2021**

	Number of Children	Free School Meals	PP children on child protection register	Children on child protection register
Hammersmith & Fulham	22	22	22	
Kensington & Chelsea	19	19	19	
Westminster	14	14	14	
Southwark	1	1	1	
Brent	18	18	18	
Ealing	1	1	1	
Camden	3	3	3	
Wandsworth	1	1	1	
Hounslow	13	13	13	
Total	92	92	92	

**Impact Summary of Pupil Premium Spending 2020-21**

Maths:

Number &amp; Calculation:

- Non Pupil Premium meeting expectation 14%
- Pupil Premium meeting expectation 63%
- Non Pupil Premium exceeding expectation 44%
- Pupil Premium exceeding expectation 23%

Measure, Shape &amp; Space:

- Non Pupil Premium meeting expectation 59%
- Pupil Premium meeting expectation 60%
- Non Pupil Premium exceeding expectation 26%
- Pupil Premium exceeding expectation 14%

Data Handling:

- Non Pupil Premium meeting expectation 52%
- Pupil Premium meeting expectation 62%
- Non Pupil Premium exceeding expectation 22%
- Pupil Premium exceeding expectation 17%

English

Communication

- Non Pupil Premium meeting expectation 48%
- Pupil Premium meeting expectation 51%
- Non Pupil Premium exceeding expectation 33%
- Pupil Premium exceeding expectation 31%

### Writing

- Non Pupil Premium meeting expectation 41%
- Pupil Premium meeting expectation 61%
- Non Pupil Premium exceeding expectation 37%
- Pupil Premium exceeding expectation 17%

### Reading

- Non Pupil Premium meeting expectation 56%
- Pupil Premium meeting expectation 56%
- Non Pupil Premium exceeding expectation 22%
- Pupil Premium exceeding expectation 13%

## Exam Results and Transitions to Further Education

There were 20 leavers this year, 13 of whom were in receipt of Pupil Premium.

10 pupil premium learners were able to access a curriculum involving 5 qualifications and achieved them all with excellent grades.

The other learners were not able to access the accreditation pathway. The reasons for this were:

- 2 learner were severely affected by Covid 19 and were unable to pass their exams
- 1 learner had poor attendance and although say his exams, was unable to pass

Out of the 7 non pupil premium learners, 3 learners were able to gain 5 qualifications to enable them to go to college.

12 out of 13 pupil premium students enrolled on a college course. 1 pupil premium learner refused to apply for college.

### Attendance

Attendance across the school 20-21      86.06%

Based on **123** (as at July 2021) students and taking into account Covid 19 school partial operation from 17<sup>th</sup> March 2020.

Attendance across the school 19-20      79.23%

Based on 110 students (8 non-attenders) taking into account **COVID 19** school partial operation from 17<sup>th</sup> March 2020

Attendance across the school 18-19      89.33%      Based on 99 students (total children 102 – 3 non-attenders)

Ever 6 means children who have been in receipt of free school meals for more than 6 years

Pupil Premium 74% (total roll July 21 123. PP 92)

FSM 20-21 66%

Ever 6 20-21 68%

Pupil Premium 86% (total roll July 20 110. PP 79)

FSM 19-20 76.47%

Ever 6 19-20 76.81%

Pupil Premium 70.7% (total roll July 19 101. PP 70)

FSM 18-19 88.05%

Ever 6 18-19 88.03%

Fixed term exclusions are attributed to 15 students across school of which 14 are on Pupil premium.

Total Days of exclusion 20-21	30.5	
Pupil Premium exclusions 20-21	27.5	90%
Total Days of exclusion 19-20	18.5	
Pupil Premium exclusions 19-20	18.5	100%
Total Days of exclusion 18-19	143	
Pupil Premium exclusions 18-19	135	94%



## Impact Assessment 2020-21

£75,000

	Intervention	Action	Potential Impact	Proposed Cost	Impact	
	<p><b>Maths and English Boosters</b> Improving progress in Maths and English</p> <p><b>1:1 Literacy and Maths</b></p>	<p>Create analytic group for PP students to compare progress In English and Maths with year group and bench mark to suitable comparable</p> <p>KS4 Boosters by Maths and Literacy TA's/homework club</p>	High	5,000	Autumn term saw targeted interventions for year 11's. The outcome of which was	Fully spent
	<p><b>Interventions for more able learners – focused reading</b></p>	Specialised teacher put in place for this piece of work	High	8,000	Limited impact due to covid closures and lost curriculum time. Results were patchy as the closures impacted on both academic and social and emotional progress. This will continue will in 21-22 with a clearly defined cohort with milestones identified and	Full spent

					progress monitored half termly	
	<b>Therapy Interventions</b>	Targeted cross curricular 1:1 support for PP students (School Counsellor & Student Support Workers)	High	5,000	Student who were receiving therapy continued to do so during Covid which gave families support and allowed students to continue with their therapeutic programmes despite being isolated at home.	Fully spent
	<b>Careers and Education progression</b> Every PP student will have 2 offers for Post 16 education to ensure success	Prioritise PP student interviews Clear support through application to 2 centres and interview process to ensure post 16 success.	High	5,000	12 out of 13 – one learner received support to gain access to college however refused to attend interviews.	Fully spent
	<b>Contribution to School Therapy team/specialist behaviour intervention</b> Increased self-esteem and confidence. Providing	Support to continue from 1718	High	5,000	Student who were receiving therapy continued to do so during Covid which gave families support and allowed students to continue with their therapeutic	Fully spent



	<p>students with coping strategies for anger and other emotional difficulties. Allowing students to separate personal difficulties from school which may impact on their learning if they did not have this opportunity</p>				<p>programmes despite being isolated at home</p>	
	<p><b>School Attendance Officer</b> Support the attendance officer to improve attendance Ensuring there are links with the families of these student to build positive school relationships and encourage high aspirations</p>	<p>Attendance Officer to target students with low attendance</p>	<p>High</p>	<p>5,000</p>	<p>The attendance officer visited homes to ensure that learners were safe and were able to access the virtual learning environment. Take up of this was inconsistent as some learners found it difficult to engage online.</p> <p>Student and family teams reached out to families who</p>	<p>Fully spent</p>

	SLT to analyse attendance data weekly  Student and Family support to organise home visit				were struggling to offer support and suggest strategies to engage learners	
	<b>Attendance termly class prizes</b>	To target classes who have had high levels of attendance	High	2,000	The system was working until we went into lockdown. This money will be carried forward into next year	Carried forward
	<b>Targeted support and early interventions from the student and family support team</b> after a week of low attendance	Student and Family support team to target specific children after a week of low attendance	High	2,400	This money will be carried forward into next year	Carried forward
	<b>Specialised external agencies for Learning Support Unit</b> Youth Offending CSE		High	3,000	This money will be carried forward into next year	Carried forward

	<b>Part time college placements for KS4 pupils</b>	Such as mechanics, hairdressing etc	High	6,500	This money will be carried forward into next year	Carried forward
	<b>Residential Trip Subsidies</b> for Pupil Premium students	KS4 children are offered the opportunity to go on a residential trip once a year.	High	4,500	This money will be carried forward into next year	Carried forward
	<b>ICT</b>	Assistive technology, hardware and software for children with complex needs	High	12,000	School invested in laptops and technologies for in need students.	Fully spent
	<b>IXL, EducationCity &amp; Firefly</b>	Internet based home learning/onsite learning tools which runs parallel with Onwards and Upwards	High	1,500	Impact was that all learners were able to access education from home/complete homework	Fully spent
	<b>Uniform</b>	To provide uniform for in need families	High	100	This money will be carried forward into next year	Carried forward
	<b>Cultural capital fund</b>	Working with drama and dance companies, running school workshops, school residency, attending live performances as	Medium	10,000	This money will be carried forward into next year	Carried forward

		and when it is safe to raise cultural and social capital of PP learners				
	<b>TOTAL</b>			<b>£75,000 total funds available</b>		<b>£28,500 Carried forward to next year</b>

## Action Plan 2021-22

£95,330

	Intervention	Action	Potential Impact	Proposed Cost
	<p><b>Maths and English Boosters</b> Improving progress in Maths and English</p> <p><b>1:1 Literacy and Maths</b></p>	<p>Create target groups in each pod for PP students to accelerate progress in English and Maths. Benchmark with non PP groups in each pod to assess where the gaps are closing</p> <p>KS4 Boosters by Maths and Literacy TA's/homework club</p>	High	15,000
	<b>Interventions for more able learners – focused reading interventions</b>	Specialised teacher put in place for this piece of work. Training a member of each class in the school to delivery reading interventions (read,write, ink)	High	20,000
	<b>Therapy Interventions</b>	Targeted cross curricular 1:1 support for PP students (School Counsellor & Student Support Workers). Employing in house OT 5 days a week Employing an additional learning mentor to enable recovery from Covid	High	15,000
	<p><b>Careers and Education progression</b> Every PP student will have 2 offers for Post 16 education to ensure success</p>	<p>Prioritise PP student interviews Clear support through application to 2 centres and interview process to ensure post 16 success.</p>	High	5,000

	<p><b>Contribution to School Therapy team/specialist behaviour intervention</b>  Increased self-esteem and confidence. Providing students with coping strategies for anger and other emotional difficulties. Allowing students to separate personal difficulties from school which may impact on their learning if they did not have this opportunity</p>	Support to continue from 19-20	High	5,000
	<p><b>School Attendance Officer</b>  Support the attendance officer to improve attendance  Ensuring there are links with the families of these student to build positive school relationships and encourage high aspirations</p> <p>SLT to analyse attendance data weekly</p> <p>Student and Family support to organise home visits</p>	Attendance Officer to target students with low attendance	High	5,000

	Given this is an Ofsted priority this is now a number one priority for the school			
	<b>Attendance termly class prizes</b>	To target classes who have had high levels of attendance	High	2,000
	<b>Targeted support and early interventions from the student and family support team</b> after a week of low attendance	Student and Family support team to target specific children after a week of low attendance	High	7,400
	<b>Specialised external agencies for Learning Support Unit</b> Youth Offending CSE Gangs	Buying in expertise from specialist organisations	High	10,000
	<b>Part time college placements for KS4 pupils</b>	Such as mechanics, hairdressing etc	High	6,500
	<b>Residential Trip Subsidies</b> for Pupil Premium students	KS4 children are offered the opportunity to go on a residential trip once a year.	High	5,000
	<b>ICT</b>	Assistive technology, hardware and software for children with complex needs	High	12,000
	<b>IXL home learning internet based system</b>	New internet based home learning tool which runs parallel with Onwards and Upwards	High	1,500

	<b>Uniform</b>	To provide uniform for in need families	High	100.00
	<b>Cultural capital fund</b>	Working with drama and dance companies, running school workshops, school residency, attending live performances as and when it is safe to raise cultural and social capital of PP learners	Medium	10,000
	<b>Nurture enrichment curriculum involving off site visits e.g. rock climbing</b>	Build team work and cooperation	Medium	4,330
	<b>TOTAL</b>			<b>123,830</b>