

# Pupil Premium Funding Impact Summary Report: 2020-21

## Evaluation

Final impact statement communicated to Education Committee and published on school website – Autumn Term 2021

### Pupil Premium Funding

2020/21 Funds Received	215,660
2019/20 Restricted Funds b/fwd	14,000
2020/21 Restricted Funds c/fwd	-26,050
<b>2020/21 Net Income</b>	<b>203,610</b>

Total spent: £203,607

Total rolled over to 2021-22: £26,050

Summary of spending: £176,840 is spent on staffing. This supports the objectives of the whole school improvement plan, as the best strategy for student progress is high-quality teaching, with additional high-quality pastoral care. Staff spending is split between teaching staff, educational support i.e. attendance and Assistant Year Achievement Coordinators and administrative staff.

#### Impact measurement:



Very high impact: the targeted level of improvement was achieved with a very large majority/ almost all (80% – 100%) of students in the intervention/treatment group.



High impact: the targeted level of improvement was achieved with a large majority (64% – 79%) of students in the intervention/treatment group.



Medium impact: the targeted level of improvement was achieved with a majority (51% - 63%) of students in the intervention/treatment group.



Low impact: the targeted level of improvement was achieved with a minority (34% – 50%) of students in the intervention/treatment group.



Very low/ no impact: the targeted level of improvement was achieved with a very small minority (0% to 33%) of students in the intervention/treatment group.

#### Cost of Intervention:



High cost: £401+ per student



Medium to High cost: between £201 and £400 per student



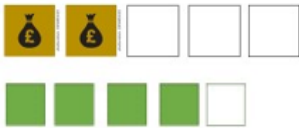
Medium cost: between £101 and £200 per student




Medium to low cost: between £51 and 100 per student






Low cost: between £1 and £50 per student



Intervention	Description	Measure	June 2021 impact vs cost per student	Evaluation	Recommendation
English, Maths, Science and Humanities Form time intervention	Directors of Core subjects and the Faculty Lead of Humanities leading form group interventions on a 3-week rotation for Year 11 until May HT.	<p>Final grades compared to FFT50 targets.</p> <p>All PP students improved confidence in the at least one core subject.</p> <p>EMA had individual and small group conversations to gain an understanding of whether the sessions were positive or negative.</p> <p>Overall this has been extremely beneficial. Final results demonstrate this, alongside student feedback regarding their confidence in the subject.</p>		<p>All PP students had at least 1 intervention. 45% of PP had 3 or more interventions throughout the year.</p> <p>Well planned activities to target gaps in knowledge to support with confidence in completing assessments. Adapted sessions to target the needs of the group.</p> <p>All PP students were positive in their response to whether they felt they were progressing and enjoying interventions. HA PP were especially confident in their responses</p> <p>16 students achieved over the predicted FFT50, whilst 10 students achieved their FFT in Maths. (74% of PP students achieved or improved their FFT50 target grade)</p> <p>21 students achieved at least one grade above their FFT50, whilst 5 students achieved their FFT50 in English (Literature and/or Language). (74% of PP students achieved or improved their FFT50 target grade)</p>	<p>Reduce the number of days the intervention runs a week from 5 to 3 a week.</p> <p>Start with Year 10 once Year 11 start exam series.</p>



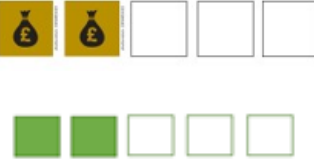

				12 students achieved over the predicted FFT50, whilst 7 achieved FFT50 in Combined Science. 5 students achieved an average of above their FFT50 in Triple Science, whilst 2 met their target in Triple Science. (74% of PP students achieved or improved their FFT50 target grade)	
Morning Maths Intervention	Year 11 students selected to attend Morning maths sessions from 8.00am-8.30am with the Director of Maths	Targeted students filled gaps in their knowledge to support with their confidence in the subject.		<p>32% of PP students attended. 92% attended 2 or more times a week for more than 2 weeks.</p> <p>All students who attended - except one student - met or improved their FFT50 target in their final Maths grade.</p>	Increase the amount of PP to 50%. Improve engagement with families to increase the likelihood of PP students attending
English form Intervention	Experienced English Teacher supporting a small group of students 2 days a week. (2 hours a week). Another English intervention with Second in English	Targeted students filled gaps in their knowledge to support with their confidence in the subject		<p>20% of PP students had English intervention.</p> <p>Students were asked by AYAC whether this had any impact. All said it gave them confidence in English teacher assessed tasks (TATs). No PP student missed an English TAT.</p> <p>57% of students who attended this intervention met their FFT50 target, whilst 29% of students who attended this intervention achieved 1 or 2 grades above their FFT50 target.</p>	More (25% or more) PP students and agreed start and finish dates to support teacher planning to maximise outcomes
Wednesday P5 intervention	Students taking part in extra English, Maths, Geography, History, Business, Food Tech,	Utilised time to improve knowledge and recall to support with assessments.		55% of PP students attended Wednesday P5 intervention.	Continue this again next academic year. Learning walks to share good practice amongst colleagues.




	Design Tech, Chemistry during their PE slot	Gaps in content closed. Improvements in assessments.		<p>Time utilised very well. Lots of exam technique covered alongside covering content and closing gaps.</p> <p>Chemistry: 100% PP students who attended intervention met their FFT50 target grade. Maths: 80% PP students who attended intervention met or exceeded their FFT50 target grade.</p> <p>Geography/History: students were 1 grade below their FFT50 target grade, but had made 2 grades of progress relating to end of year 10 internal assessments.</p> <p>Business: 100% of students received a Level 2 Pass.</p> <p>Food Tech: 66% of students achieved or exceeded their FFT50 target grade.</p> <p>Design Tech: 75% of students achieved or exceeded their FFT50 target grade.</p>	
3pm-4pm intervention Y10	After school revision sessions to recap and prepare for upcoming assessments Pupil premium focus on attending.	Pupil premium students regularly attending. Knowledge gaps improved in assessments, alongside confidence increasing in lessons.		<p>82% of PP students attended regularly. With only 2 students not attending any after school intervention.</p> <p>Teachers feedback stated students worked ethic in following lessons</p>	YAC/AYAC take more ownership of who attends and liaise with families about attendance. We should be aiming for 100% of PP students staying for revision.


				improved after attending revision sessions.	Celebrating those who attend regularly with acknowledgement, i.e. postcard, positive calls home
1-2-1 Career advice meetings Support for Young People (YC Herts)	Each student in Year 11 has at least one meeting with our careers advisors to raise awareness of next steps and support vulnerable, at risk students with applications to either the Sixth Form or College. Pupil Premium students get priority on second appointments and are first on the list.	All students continue into education or training next academic year. No NEETs.		All Year 11 and 13 leavers are followed up and supported to ensure they are not NEET. This will continue to be reviewed as new term starts. No students who are a CFC currently. All PP students in further education or training.	Target PP/SEND students around the time HRC and Capel Manor are having their open days to encourage our most vulnerable to go and see colleges which are likely to be their place of study the next academic year
Positive Pathways Year 10	Series of sessions ran offsite by a company supporting choices amongst students. A range of different sessions are put on.	Students behaviour improves. Confidence and self-esteem improves and enjoyment in school increased. Increase in attainment.		There have been no FTE exclusions in Year 10 in the summer term  Feedback from conversations with pastoral team state the students feel more confident and enjoyment at school seems to have improved too.	Excellent programme. Needs specific targeting of the students who will gain the most from it. Important that communication is good with students and parents before sessions take place. Need to get some student voice at the end of the programme to find out best bits and why it helped improve students' behaviour/ attitude/attendance
Achievement for All: Spotlight Learners	YACs aim to address the attainment gap with PP students to identify and overcome	Students achievement, recognition and attainment improves,	 £6000	Launch was delayed due to Covid-19 and numerous lockdowns delaying Louise Cudd coming into school.	Will need reviewing once it is up and running.




	barriers to learning, whilst shining a 'spotlight' on the learner through their teachers and pastoral leads.	alongside attendance and attitudes to school and learning.			
St Giles Trust	<p>A charity using expertise and real-life past experiences to empower people to progress towards positive futures.</p> <p>PP students are considered first for mentoring.</p>	Independent external evidence being collated to measure the impact of the programme		<p>Waiting on external feedback on evidence they measure. Internally our exclusions have reduced.</p> <p>Attendance with PP students continues to rise since lockdown finished.</p> <p>Whole school exclusion data is down from two years ago and slightly higher this year than last, however it should be noted that school closure coupled with a strong stance set in the Autumn term after such a period away from school will have warped data.</p>	Continue the programme. Utilise at risk PP students across year groups.
Humanutopia	Year 10 Humanutopia Heroes meet regularly to discuss and plan sessions moving forward	Students take pride in our school. There expectations of themselves rise and that is represented in outcomes.		<p>Hasn't had the success we hoped, due to the disruption and lockdown this academic year.</p> <p>33% of heroes are PP students.</p>	Continue with programme, to get a true understanding of positive impact on our PP students.




Reading intervention with Librarian	Students in Years 7 and 8 have one focused library lesson based on reading and vocabulary development and led by the Librarian. Focus on PP students reading books regularly.	All PP students read at least 1 book a term over the year.		Successful even with difficulty due to Covid restrictions. All PP students read at least 1 book a term over the year.	Meet with librarian to discuss how we can extend this to more PP students next academic year.
Scholars Programme	<ul style="list-style-type: none"> <li>It is a programme that places university researchers (PhD Tutors) in schools, to give students the experience of university style learning.</li> <li>The PhD tutors teach university-style tutorials to groups of six students, based around supra-curricular topics designed to stretch and challenge students.</li> <li>Students also visit two leading universities on launch and graduation trips.</li> <li>At the end of the programme students complete a final assignment between 1,000 and 2,500 words, which will be marked in university-</li> </ul>	<p>Aims to develop skills, knowledge and confidence to secure a place at a highly-selective university.</p> <p>All students pass the course.</p>	 <p>£2000</p>	5 out of 12 students were PP and all passed. All attended the virtual graduation.	We set students targets with specific grades to aim for. Continue to keep

	style with students receiving a 1st, 2.1, 2.2 etc.				
Virtual Work Experience	Students involved in virtual work experience. NHS, Santander, Visit Britain	PP attending VWEX		3 PP students have taken this opportunity. Feedback from students was that they found it hugely beneficial and were excited to add to their CV	Continue with VWEX regardless of whether face to face opens up. Try to get more PP students taking up opportunities. Engage with parents around benefits
Flash cards for revision (Year 11)	Flash cards given to PP students to support with revision.	Students using these to revise for a range of subjects	 <p>£2 per student in Year 10 £76 in total</p>	Majority of students utilised them, however 10% did not use them. Removed financial barriers, but needed to follow up with those who were not using it.	More regular checks in with students and parents to ensure 100% are utilising the resource. Measure which specific subjects this is being used for and measure the impact on a finer subject level.
Music Tuition	Support students in Years 7 and 8 who want to take up/improve their piano, guitar, singing or drums.	Engagement from PP students to develop their musical cultural capital. Potentially greater uptake of Music at GCSE.	 <p>16 PP students £95.50 per term per students - January 2021. 12 PP students £95.50 per term per student - June 2021 Total: £2674</p>	Barriers faced: no face to face assemblies to put skills into practise and motivate and inspire other musicians. Music teachers were self-isolating, so missed sessions with students and lost momentum.	Measuring confidence before and after. Track performances to measure how many events/concerts students have taken part in.
Co-curricular	Debate Club Cooking Club Engineering Club Art Club PE clubs	A range of activities offered across the school to engage students. The co-curricular offer has been significantly decreased since last year, due to bubbles and Covid-19 measures.		Clubs have reduced, as crossing bubbles is challenging. It has picked up since returning to school in March following lockdown and student attendance tracked.	Review what works virtually and plan to join year groups together next year to increase participation

Breakfast club (Year 10 before mocks)	Small group of students were invited in early before their exams to have breakfast with YAC, to reduce anxiety and boost confidence	Emotions controlled before mocks. Student perform well.		Students were relaxed going into their exam. We had no students leave an exam or be late to an exam due to anxiety related reasons.  Attendance for the 8 days of mocks has been averaging 96% for Year 10.	Increase the invite to reach more students				
Interventions for KS4 students	Subject specific, outside of school time, interventions (extra sessions) with subject specialists  English, Maths, Science, Spanish, Media, Photography, Sports Studies, Business, Drama	Improved outcomes		This has been ongoing for Year 11 students and Year 10 students.  Uptake from Year 10 students has been really high. 98% of Year 10 PP students have attended an intervention.  Targeting and communication around attending interventions from subject teachers, leaders and pastoral staff has allowed this to be a success and build some real momentum towards mock exams for Year 10.	Continue this model and expectation with Year 10 (next academic year).				
HT Awards: Achievement Points	Students accrue points towards the HT Awards and they receive the appropriate badge and certificate for the award.			<div>Very high number of PP students receiving HT Awards. Comparisons are higher in non-PP but there are on average two thirds more non-PP than PP.</div> <table><tr><td>Year 7 Non-PP</td><td>Bronze – 6 Silver – 31 Gold – 7 Platinum –</td><td>Year 7 PP</td><td>Bronze – 6 Silver – 17 Gold – 1 Platinum –</td></tr></table>	Year 7 Non-PP	Bronze – 6 Silver – 31 Gold – 7 Platinum –	Year 7 PP	Bronze – 6 Silver – 17 Gold – 1 Platinum –	Real success in Year 8 and Year 9, who collectively have given out 20 Platinum awards to PP students. This needs to be recognised and YAC 8 and YAC 9 to share with other YACs about how they monitored and supported this process and spread amongst year groups.
Year 7 Non-PP	Bronze – 6 Silver – 31 Gold – 7 Platinum –	Year 7 PP	Bronze – 6 Silver – 17 Gold – 1 Platinum –						

				<div>Year 8 Non-PP</div> <div>Bronze – 32 Silver – 32 Gold – 17 Platinum – 15</div>	<div>Year 8 PP</div> <div>Bronze – 27 Silver – 27 Gold – 15 Platinum – 12</div>	
				<div>Year 9 Non-PP</div> <div>Bronze – 5 Silver – 14 Gold – 30 Platinum – 26</div>	<div>Year 9 PP</div> <div>Bronze – 2 Silver – 10 Gold – 13 Platinum – 8</div>	
				<div>Year 10 Non-PP</div> <div>Bronze – 5 Silver – 42 Gold – 0 Platinum – 0</div>	<div>Year 10 PP</div> <div>Bronze – 4 Silver – 11 Gold – 0 Platinum – 0</div>	
				<div>Year 11 Non-PP</div> <div>Bronze – ALL Silver – 15 Gold – 8 Platinum – 4</div>	<div>Year 11 PP</div> <div>Bronze – ALL Silver – 2 Gold – 1 Platinum – 0</div>	
Technology resources: D&T, Food contributions	PP students have contributions financed for them to remove financial barriers	PP students cost covered	<div><div><div></div><div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div></div></div><div>£215</div></div>	Students are equipped and grades expected to improve.		

Attendance tracking – Attendance Officer	The Attendance Officer tracks PP students and updates pastoral leads daily. Students who are PP are identified and flagged if their attendance is below 96% threshold. Students who are PP and at risk of becoming PA are invited into the school to attend a meeting with a pastoral lead and the Attendance Officer. If a student is PP and at risk of becoming PA or is PA the Attendance Improvement Officer from HCC is invited to attend the school to meet with parent and child to create an Attendance Action Plan. This is carefully monitored and reviewed by leaders. Attendance awards are also given for students with 98% and above attendance.	PP overall attendance is generally in line with attendance for non-PP students.	 	Attendance for last academic year stands at 93.4% for all students and 90.2% for PP students and 95% non-PP	PP follow up phone calls from pastoral leads.
HABSS (Hoddesdon and Broxbourne Services)	Signposting services for families of our disadvantaged students	Engagement in the services from our families.	 £9552	Our vulnerable parents take this up to be offered advice on a range of different parenting support.	Continue to promote and signpost families, however advertise more widely.
GCSE Pod	Website/App for KS4 students to access a range of subjects with	Measure student use against results of TAGs and Mock exams.	£3500	This did not have the uptake we expected. The launch was broken up with school closure and then never	Strong launch with all subjects that GCSE Pod use this summer. Then re-establish and

	Pods (short videos) and a range of questioning tools. Provides students with an easy tool to effectively support knowledge retrieval and practise.			built the momentum again. Lead of GCSE Pod has outlined a clear plan delegating responsibility through faculty leaders with a reward programme to follow.	re launch in September, particularly with the new Year 10 students.
Hegarty Maths	Maths website/App which students log into to see videos, sequenced content, delivered in the comprehensive and rigorous manner.	Measure student use against results of TAGs and Mock exams.	£1200 	This did not have the uptake we expected. The launch was broken up with school closure and then never built the momentum again. Lead of Hegarty Maths has reflected and has a plan to get those who do not log in regularly to log in.	Using after school paybacks to go through and use the site together, rather than leaving it to the students. Break down barriers for accessing.
Pastoral support	Pastoral leads work closely with parents/carers of students who are PP. Additional support is put into place for example: food vouchers, parcels, utility supplies. Bus passes and transport is provided and breakfast and stationary are provided to support with learning.	Taking barriers away from attending or learning at school.	 £1,550	A great understanding of our students and their families has allowed us to support their circumstances in and outside school. Widening opportunities for vulnerable students to attend school, with the correct equipment and food to get through the day.	Continue to support our families who need the extra support.