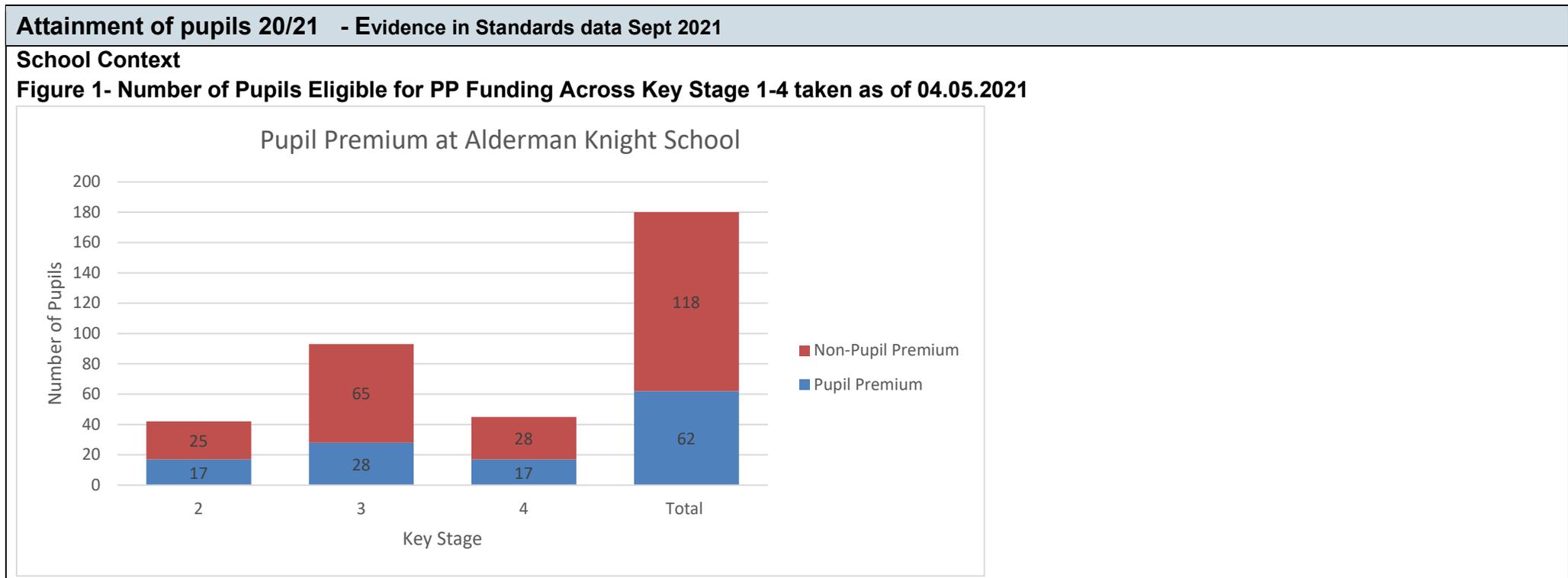


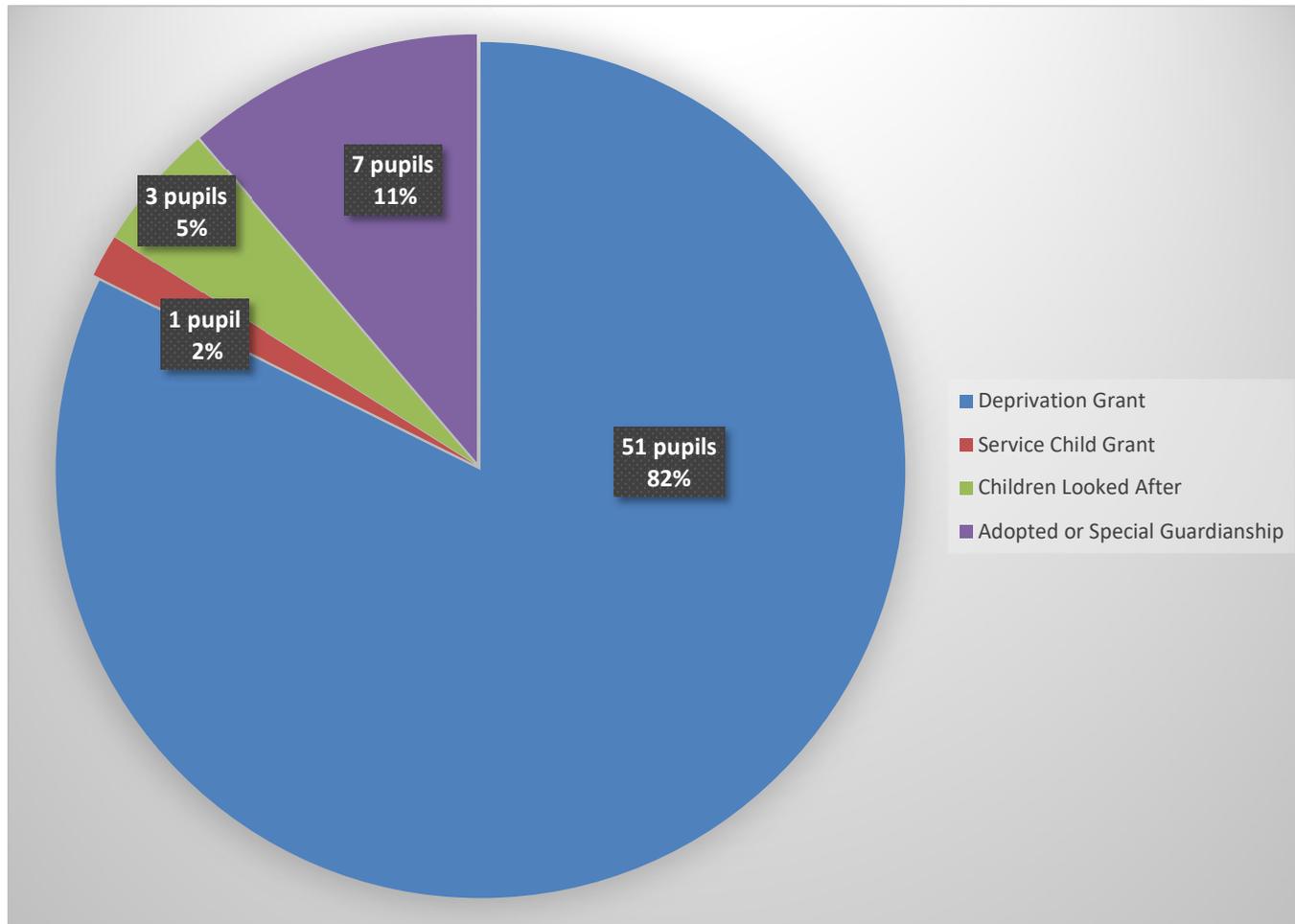
# Pupil Premium Report: 2020/21

Summary information					
<b>School</b>	Alderman Knight School				
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	£53,305 Plus £21,023 was carried forward from previous year specifically for visits, trips and speakers	<b>Date of last Pupil Premium review</b>	Sept 2020
<b>Total number of pupils</b>	180 pupils excluding Post 16	<b>Number of pupils eligible for PP</b>	62	<b>Date of this review</b>	October 2021



During the academic year 20/21 the school received funding for 62 pupils through Pupil Premium as of the 14<sup>th</sup> May 2021. Figure 1 shows the percentage of pupils who receive the PP funding in each Key Stage across the school. Figure 2 show a breakdown of pupils across the school who receive PP for the different categories of funding.

**Figure 2 PP Funding Category across all Key Stages**



**Table 1- Current Progress of Whole School across KS 2, 3 and 4 (the total number of pupils used in this data analysis is 159 this excludes P16 students and any pupils who started midway through the year. The data was taken from Feb 2020 not June 2020 as there was no assessment period in June 2020 due to National Lockdowns and school closures.**

<b>Subject</b>	<b>Pupils eligible for PP</b>	<b>Pupils not eligible for PP</b>
<b>% making good or better progress in KS2 English from February 2020 to June 2021</b>	<b>91%</b> (10 out of 11 of pupils)	<b>78%</b> (14 out of 18 pupils)
<b>% making good or better progress in KS3 English from February 2020 to June 2021</b>	<b>48%</b> (13 out of 27 pupils)	<b>57%</b> (34 out of 60 pupils)
<b>% making good or better progress in KS4 English from February 2020 to June 2021 (Based on Teacher Assessment with on target and above target equating to good and outstanding progress respectively)</b>	<b>76%</b> (13 out of 17 pupils)	<b>77%</b> (20 out of 26 pupils)
<b>% making good or better progress in KS2 Maths from February 2020 to June 2021</b>	<b>90%</b> (9 out of 10 of pupils) * one pupil less than English due to one pupil on a reduced timetable.	<b>78%</b> (14 out of 18 pupils)
<b>% making good or better progress in KS3 Maths from February 2020 to June 2021</b>	<b>41%</b> (11 out of 27 of pupils)	<b>47%</b> (28 out of 60 pupils)
<b>% making good or better progress in KS4 Maths from February 2020 to June 2021 (Based on Teacher Assessment with on target and above target equating to good and outstanding progress respectively)</b>	<b>88%</b> (15 out of 17 pupils)	<b>81%</b> (21 out of 26 pupils)

<b>% making good or better progress in KS2 Science from February 2020 to June 2021</b>	<b>100%</b> (11 out of 11 of pupils)	<b>94%</b> (17 out of 18 pupils)
<b>% making good or better progress in KS3 Science from February 2020 to June 2021</b>	<b>33%</b> (9 out of 27 of pupils)	<b>45%</b> (27 out of 60 pupils)
<b>% making good or better progress in KS4 Science from February 2020 to June 2021 (Based on Teacher Assessment with on target and above target equating to good and outstanding progress respectively)</b>	<b>71%</b> (12* out of 17 pupils)  * 3 pupils who were underachieving have been moved to a different course to allow them to achieve a higher accreditation.	<b>92%</b> (24 out of 26 pupils)

For the data in Table 1 the total number of pupils eligible for PP was 55 and the whole school data analysis is different to the figures shown in 1 due to the fact that a number of pupils joined the school part way through the year and therefore will not have progress data for a whole year.

The reason the data was analysed over the period Feb 2020 to June 2021 was due to COVID 19 and lockdown. A proportion of the school population was back in as of 1<sup>st</sup> June 2020 and the curriculum was organised differently due to bubbles there was no data collection point in June as normal. Therefore the data has been analysed over Feb 2019 to June 2021 instead of June 2019 to June 2021 as it has been with previous years. This needs to be taken into account when comparing the data to previous years.

The data in table 1 shows those pupils in receipt of pupil premium achieved better than the rest of the cohort in both English, Maths and Science at KS2. At KS3 the results show a dip in progress compared to previous years. This dip occurs across all of the subject analysed (English, Maths and Science) and appears to be more pronounced for the pupils in receipt of PP funding. When looking at attendance (Table 2) for the whole year for both PP and Non PP pupils attendance figures are lower in the PP group compared to the Non PP group across all Key Stages. The lowest percentage attendance for PP pupils is in Key Stage 3 and the Non PP group have almost 10% higher attendance figures than the PP group in KS3 and KS4. We believe this difference in attendance levels may explain the difference in attainment between PP and Non PP groups for 20/21 at Key Stage 3. We are also aware of a number of pupils in the PP group who struggled to access remote education via Teams even though they were provide with IT equipment from school.

**Table 2 Attendance during 20/21 for PP and non PP pupils**

Key Stage	Attendance for PP	Attendance for Non-PP
Primary	83.3%	85.2%
Key Stage 3	78.6%	87.8%
Key Stage 4	80.9%	91.0%

As a special school we remained open for most of the year but moved to remote learning from 5<sup>th</sup> January to 12<sup>th</sup> February 2021. This period was included in the attendance figures as remote working from home shown in table 2. Over the year a number of pupils had additional time off as a result of COVID due to self-isolation and COVID anxiety these figures are included in the average attendance figures shown in Table 2.

The school delivered Laptop devices to any pupil who needed one during term 3. In total 35 laptops were delivered in total and all pupil premium pupils (16 in total) who did not have a laptop or computer at home were supplied with a device during term 3 when all pupils were accessing remote education. The cost of these laptops was allocated to the COVID Catch up fund. To provide this provision the school had to purchase a number of additional laptop devices. The engagement levels in remote learning varied across the school (dependent on ability and age) and there were additional challenges due to the SEND needs of our pupils when accessing remote education. Some of the pupils were able to engage in the remote education but many found it challenging and the amount of parental support was varied due to a variety of reasons including parents and carers other work commitments, engagement, technology and subject knowledge. This appears to have had the most impact in KS3 and for those PP pupils.

At KS4 the progress results for those pupils receiving PP is comparable to Non-PP pupils across the different subjects with the vast majority of pupils making good or better progress across the core subjects.

**Table 3 Outcomes of pupils who receive PPG funding in each Key Stage**

Key Stage 1-3 Pupil Premium (38 pupils)	Steady (Below expected)	Good (Expected Progress)	Outstanding (Above Expected)	Good or Better Progress
English	15 pupils (39%)	14 pupils (37%)	9 pupils (23%)	23 pupils (61%)
Maths (37 pupils)	17 pupils (46%)	16 pupils (43%)	4 pupils (11%)	20 pupils (54%)
Science	18 pupils (47%)	9 pupils (24%)	11 outstanding (29%)	20 pupils (53%)

Key Stage 4 Pupil Premium (17 pupils)	Steady (Below expected)	Good (Expected Progress)	Outstanding (Above Expected)	Good or Better Progress
English	4 pupils (24%)	10 pupils (59%)	3 pupils (18%)	13 pupils (76%)
Maths	2 pupils (12%)	13 pupils (76%)	2 pupils (12%)	15 pupils (88%)
Science	5 pupils (29%)	6 pupils (35%)	6 pupils (35%)	12 pupils (71%)

For information on how progress is monitored at Alderman Knight School please see assessment policy on the school website. Alderman Knight uses age-related expectations to inform AKS stages. Progress towards AKS Stages is monitored three times a year. Previous school data from Alderman Knight has shown steady progress is 2 sub stages, good progress 3 to 4 sub stages and outstanding progress is 5 or above sub stages over the year.

Overall in Key Stage 4 all pupils achieved their predicted qualifications through Teacher Assessed grades due to the COVID pandemic. The teachers of KS4 pupils across the board worked exceptionally hard to provide folders of evidence for each pupil to ensure these calculated grades were in line with previous results and were moderated by the Exam boards and JCQ. None of the school grades were amended and the quality of the evidence provided by Teachers was extremely high.

It is important to note that the last 18 months have been very challenging due to the COVID 19 pandemic. It is important to note that the school worked incredible hard during the 18 months terms to ensure all pupils were supported in their education whether at school or not through continuing to provide high quality remote education. During the Autumn term 2020 the school sent out a questionnaire to gather the views on the remote education provided. The results of the questionnaire were excellent with parents rating remote education as 4.3 stars out of 5. There were a large number of very positive comments about the school's provision for all pupils during this difficult time.

**Please note analysis has been undertaken for all other year groups in order to compare progress of pupils with and without PP** through whole school review of standards and in Subject Reports and self-evaluations.

#### Overall

- Those pupils in receipt of pupil premium grant at KS2 and KS4 make at least the same amount of academic progress as those pupils who do not receive the grant. In many cases the pupils who receive the grant make better progress than the rest of the cohort.
- However the results from this year show that in Key Stage 3 PP made less progress than non-PP pupils which we believe is due to attendance in school of this group of pupils.
- Some of these values should be taken with caution due to the low numbers of PPG pupils in each cohort.

## Extract from 20/21 Behaviour Report – Pupil Premium and Children-in-Care

The table below provides a summary of the behaviour observed by pupil premium pupils and children-in-care. There has been a steep increase in the proportion of behaviour accountable to Pupil Premium Pupils. We feel this increased proportion of behaviour is not predominantly due to these pupils being disadvantaged, and more likely due to 1) their needs and 2) that they are predominantly new pupils

Pupil Group	Percentage of Behaviour
Pupil Premium (33% of the school population)	50%
CIC (2% of the school population)	0%
Remaining Pupils (65% of the school population)	50%

*Table 4: A table showing the amount of challenging behaviour observed by our three key pupil groups*

### Review of expenditure: £53,305 /62 eligible pupils

#### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost 20/21
A. Improve pupils' attainment and progress in core subjects of English and mathematics	Pupils would be highlighted by subject leaders at the end of assessment period. PP pupils progress is reviewed by all staff following each assessment period.	The impact of interventions for those PP pupils (10 pupils) in English showed that 4 the 10 PP pupils made good progress, 2 made outstanding progress and 4 made below expected progress. An increased in the	Last year we implemented a new reporting structure where subject leaders provided a summary of progress in their subject after each assessment period.	£7790 was allocated to staffing to support quality teaching for all as well as additional

	<p>Baseline testing carried out via LASS diagnostic assessment. Pupils may have small group work or 1:1 targeted intervention.</p> <p>Literacy and numeracy software programmes, Accelerated Reader, My Maths are used regularly with pupils to help them improve their numeracy and literacy skills.</p> <p>School works with home to encourage consolidation of literacy and numeracy using Accelerated Reader, My Maths and Purple Mash for spelling. Parents evenings focusing on use of these programmes held in school (had to be cancelled due to restrictions) and discussed individually at PEP/ LAC EHCP reviews</p>	<p>number of targeted interventions was put in place during 20/21 to address the impact of the COVID pandemic. 6 PPG accessed interventions in Maths during 20/21</p> <p>Baseline testing has been used to support all subjects across the school and specifically for interventions. This has been included on learning maps. This has been useful to teachers to build on progression and maintain standards of literacy and numeracy is all subjects.</p> <p>Literacy and numeracy software has been supporting all pupils across each key stage and has contributed to whole school results.</p>	<p>Interventions started during term 2 until mid way through term 2 and as they had to stop in term 3 and were picked up again in term 4.</p>	<p>resources. Cost of interventions in English and Maths and costs of C+I sessions are actually in excess of the cost allocated to PP due to the number of interventions.</p> <p>English interventions for PP total cost is £4100</p> <p>Maths interventions for PP total cost is £3690</p>
B. Pupils improve their communication and interaction to become confident communicators in a range of different situations.	<p>Increased time provided for tutor and PSD sessions a total of approximately 11 hours over the fortnight.</p> <p>Tutorials focus on C+I and work with pupils focuses on identified C+I needs – small group, 1:1 work, work with S+L therapist.</p> <p>Access and support to learning mentor and pastoral support co-ordinator.</p>	<p>Personal Social Development was judged to be outstanding in recent Ofsted inspection.</p> <p>Pupils personal and social development is well catered for across the school. Pupils and parents feel well supported (evidence in SOAP 20/21)</p> <p>Personal development is measured through relevant IEP targets and reviewed at EHCP meetings.</p>	<p>Pastoral support has been restructured to provide increased support for tutor teams.</p> <p>New IEP and updated EHCP paperwork for 21/22</p> <p>NEW PSD curriculum and change to tutors teaching PSD for tutor groups. This will support monitoring and recording progress towards IEPs and communication and interaction and allows PSD lessons to become more individualised.</p>	

## ii. Targeted support

Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost 20/21
C. Pupils have access to appropriate support and counselling to help them cope more effectively with anxiety and manage	<p>Identified pupils receive regular input from learning mentor.</p> <p>The school liaises with and buys in additional support from external agencies to reduce</p>	<p>Personal Social Development was judged to be outstanding in recent Ofsted inspection.</p> <p>Pupils personal and social development is well catered for across the school. Pupils and</p>	<p>Pastoral support has been restructured to provide increased support for tutor team and to support increase in pupils numbers and complexity of needs. Pupils</p>	<p><b>Pastoral interventions – £1628</b></p>

<p>change more effectively and their behaviour improves. The school has a new pastoral support team to help pupils manage anxiety and change.</p>	<p>barriers to learning and behaviour, for example:</p> <p>Bereavement counselling as needed</p> <p>Referral and assessments to Educational Psychology Service</p> <p>Appointment of two pastoral support assistants</p> <p>Whole staff training Play therapy</p>	<p>parents feel well supported (evidence in SOAP 20/21)</p> <p>The feedback from pupils re the impact of their time with the learning mentor show that this is very valuable resource and helps pupils gain in self-confidence and are confident to talk to a wider range of people to share concerns and anxieties.</p> <p>New intervention used with pupils such as drawing and talking and ELSA. 6 pupil premium pupils access ELSA interventions (4 for a 6 week block of 1 hour per week and 2 for a 12 week block of 1 hour per week) and 1 pupil premium pupils access the drawing and talking intervention (12 week block of 45 mins per week). 3 pupils access support from the private educational psychologist and 1 pupil had a bespoke intervention provided by the pastoral team.</p> <p>Two pupils accessed play therapy through an on site provision for 12 week blocks. Each 12 week session cost £400 per pupil.</p> <p>Weekly welfare calls to all pupils during lockdown and when pupils were self-isolating. Excellent feedback received from parents in the remote education questionnaire</p>	<p>were able to access support before and throughout the lockdown period.</p> <p>More provision needs to be identified for the increase of pupils on role.</p> <p>Play therapy was very beneficial for some of the pupils and will continue when we are able to provide it.</p> <p>Further inventions to support wellbeing needed for increasingly complex pupils.</p>	<p><b>Play therapy -£800</b></p> <p><b>Educational Psychologist - £21375</b></p> <p><b>All additional money is allocated to provide pastoral support for all pupils through staffing costs.</b></p>
<p>D. Pupils have a broader range of experiences and opportunities and engagement in learning is increased</p>	<p>Pupils continue to have access to Forest schools and swimming.</p> <p>Non-contact inclusion rugby sessions weekly</p> <p>Riding for the disabled</p> <p>Pupils are enabled to cook weekly with their peers and food taken home to share with parents. PP pupils can have support with the cost on ingredients. Parents are invited to take part in family cookery sessions.</p>	<p>Personal Social Development was judged to be outstanding in recent Ofsted inspection.</p> <p>All pupils across the school, irrespective of their needs have access to an incredibly wide range of opportunities.</p> <p>Cost of these is no barriers to pupils and PP monies is used to ensure this.</p> <p>Pupil feedback suggests that the practical activities and opportunities to take part in</p>	<p>The majority of these additional events were not able to happen due to COVID pandemic, lockdown and the bubble structure. Half of this money will be carried forward to next year to support these additional activities when they are allowed to resume.</p>	<p><b>Carried forward to next year £18,855</b></p>

	<p>Transport and all costs provided for families and pupils to enable access to out of school events such as Cattle Country, Malvern Splash, Cheltenham Everyman, The Roses Theatre, family walks</p>	<p>extra- curricular activities are some of the most popular times for pupils.</p> <p>Forest school is a fantastic way of supporting personal development and promoting health and well-being and developing key skills such as communication and interaction.</p> <p>Parents value these additional opportunities highly take up for out of school activities, summer school activities and family outings is very high with many PP children and their families participating.</p>		
--	---	--	--	--

### Summary statement within the school's self-evaluation form.

Key areas of expenditure include:

- Higher staffing levels across the curriculum in KS3 (COVID Catch up also supporting this)
- The on-going provision of the school's Pastoral Support Co-ordinator
- Extension of the Pastoral Support team
- Purchase of additional sensory equipment (e.g. weighted vests, fidget toys) for use across the school and for loaning to families
- Purchase of additional educational software for Maths and English including My Maths, Purple Mash and accelerated reader. Review of current provision for Phonics.
- Contributions towards an extensive range of extra-curricular and external activities and visits, including Forest School, swimming lessons, cookery ingredients and RDA.
- Whole staff and individual staff training to support specific pupils in school as well as support positive mental health.
- External alternative counselling and assessments for targeted individuals. This included
  - Referrals and assessments undertaken by Independent Educational Psychology Services
  - External Play Therapists running 12 week blocks of session for specific PP pupils.
  - Bereavement counselling

With the exception of the final item, all of the above have enhanced whole-school provision, with particular emphasis on our Pupil Premium children.

**In addition please see the following to support review of Pupil Premium Report**

- 1. 20/21 Achievement data**
- 2. Behaviour report 20/21**
- 3. Referrals to Educational Psychologist for bespoke work with PP children**
- 4. Whole School Improvement Plan reviews of 20/21 and School Improvement Plan 21/22**
- 5. Subject improvement plans and Subject Leaders reports**
- 6. Intervention plans and reports**