

## PUPIL PREMIUM Impact Statement

2020-2021

The 'Pupil Premium' is available for Schools and Academies to provide additional support for students who are in receipt of free school meals or have been eligible to receive them at any point within the past six years. Altrincham College has 26.6% of students meeting the disadvantaged criteria. The total income from the Pupil Premium in 2020-2021 was £195,317. A breakdown of how the Pupil Premium was spent and a review of its impact can be found in the Covid Catch-Up Strategy document. All of the strategies outlined in the action plan have been carefully chosen to allow the funding to have greatest impact on disadvantaged students. The rationale has been linked to evidence of impact from the Education Endowment Fund Research, the Sutton Trust and experience over a number of years.

We were aware this year of the need to constantly review and update our PP Action Plan in response to the Covid-19 pandemic and the impact specifically on our disadvantaged cohort. In this respect this plan reflects our Covid19 Catch-Up Premium Strategy.

School	19/20 Total	20/21 Total	HT1	HT2	HT3	HT4	HT5	HT6
All Students	92.6(94.8NA)	93.9						
Not Disadv'd.	93.9	95.4	95.2	95.3	Lock-down	97.5	95.0	96.6
Disadvantaged	89.0(93.0 NA)	89.8	89.9	88.7		94.3	89.0	89.3
Gap	-4.9	-5.6	-5.2	-6.6		-3.2	-6.0	

The table above shows that between the academic year 2019-2020 and 2020-2021, attendance for both non-disadvantaged and disadvantaged students at Altrincham College has improved from the previous year. The gap between the two groups has increased, primarily due to the larger improvement in attendance of the non-disadvantaged group. The NA for attendance during the 2020-2021 academic year has been calculated on a weekly basis, with **each week ranging between 84-88.7% over the year**. Attendance at AC for both disadvantaged and non- disadvantaged students **has exceeded** the NA across each half term throughout this year.

### **Highlights of this year's strategy:**

#### **Impact of Strategies: A: 1,4,5,6,7**

With reference to the TAG data information, we can see that the strategies we focused on during the pandemic have had a positive impact in the Attainment 8 data. Using the MidYis data collection tool as well as KS2 data, this cohort has performed in line with expectations.

#### **Impact of Strategies B: 1,4,5,6,12**

The outstanding pastoral support throughout the pandemic has contributed to many vulnerable and disadvantaged students receiving support and encouragement to engage in lessons and stay motivated and complete online lessons and work. The provision of 119 laptops were provided by the DfE for disadvantaged and vulnerable students who did not have access to technology. This facilitated the ability for these students to access online lessons, complete work at home and to support these students in minimising their learning gap. Pupil Premium students were in receipt of 94 laptops which had a significant impact on their education and positively contributed to our 2021 TAG data. Pupil Premium students who had key worker parents/carers were supported in school by a team of pastoral managers and teachers. This rigorous and supportive programme enabled these students to receive support before, during and after online lessons, having a positive impact of their learning. This support continued throughout lockdown and then once returning to face to face lessons in school. The Rosenshine principle of reviewing material has been securely embedded into departments and lessons, both throughout lockdown and having returned to the classroom. This specific principle allowed for students to recall their learning from a daily, weekly and monthly perspective, building confidence in their knowledge and narrowing the gap in lost learning.

#### **Impact of Strategies: C: 1**

Throughout the pandemic and during school closures our team of teaching Heads of Year and pastoral staff worked tirelessly to encourage students to come into school and to attend online learning. The introduction of a 28 day bus ticket financially helped to support a small number of disadvantaged students to improve their attendance. A team staff have worked with our persistent absentees and we've seen an improvement in attendance of these students.

#### **Impact of Strategies: C: 4**

Home visits and a return to classroom learning has contributed to Altrincham College maintaining the overall school attendance at 94%. We feel this has been an exceptional achievement when the National Average for secondary school attendance is at 88.7%. With regards the improvement of persistent absence from 2019-2020 to this year 2020-2021 there have been a number of strategies that have worked well and impacted on these disadvantaged students feeling more positive about attending school. These include: the completion of home visits/phone calls to identify barriers to 'reengagement' following lockdowns to support vulnerable/reluctant students; putting plans into place for reengagement, earlier intervention in terms of contact home e.g. phone calls and letters; the introduction of PSM support in all year groups to identifying attendance related issues early on.

**Impact of Strategies: C:14**

Maintaining the opportunity to support students' completion of the Duke of Edinburgh's Award Scheme has boosted their self-esteem and sense of achievement moving forward either into year 11 and preparing for their GCSEs or into Post 16 or University education. During this year of educational disruption and increased mental health and well-being challenges, Year 11 saw 16 PP students achieve their Bronze Certificate of Achievement and 1 PP student achieve their Silver Certificate of Achievement. This year, 8 PP students from Year10 have achieved their Bronze Certificate of Achievement, with all students expected to take this forward into Yr11 and complete their Silver Award. Whilst Dof E is timetabled for some KS4 students, we aim to encourage even more to take part on an extra-curricular basis as we move out of Covid restrictions.

**Impact of Strategies: B:7,8,9**

In year13, 56 students (out of 69) have applied to University, 7 of these students are PP. 28 of these students are first generation to achieve a place at University in their family (51%) and 3 of these are PP students. The outstanding careers programme and 1:1 work that has been done with these students this year has ensured that their life chances and social mobility have not been disadvantaged by the pandemic. There was 100% achievement at Grade 4+ in Post 16 GCSE English and Maths re-take results, this included 1 PP student. In addition to this, the work with Year11 Pupil Premium students has ensured that our recruitment into the Sixth Form for 2021-2022 is similar to last year, with approximately 18/42 PP students staying on into Post 16 Education here at AC. Other Year PP students have signed up to vocational college courses, apprenticeships or going directly into employment with training. Year 10 students have also received a comprehensive careers programme. The focus has been on the introduction of 'Unifrog', a careers platform that guides and informs students about Post 16 education, careers linked with specific subject choices and University virtual tours.

In conclusion, there were many initiatives in place to support our disadvantaged students that had successful outcomes, despite the school going into a second national lockdown in January 2021, due to Covid19. In light of the exceptional circumstances that the last academic year has brought, some of our initiatives and strategies to support our disadvantaged students will be carried over into our new PP Strategy of which some the Covid19 Response Strategy plays a part.