



## Goffs Academy

# Pupil Premium Spending & Impact Report 2019-20

In the academic year 2019/20 we were allocated £208,168 for our 263 Pupil Premium students. 17.9% of our student cohort were eligible for Pupil Premium funding.

This report will highlight how we spent the money during the academic year 2019/20, and the impact on our students. Many of the strategies adopted have been researched by the Education Endowment Foundation (EEF). Their research calculated the impact these strategies had on the number of months' progress that could be gained. Where applicable, this research is highlighted within this report. Please note that the term 'disadvantaged students' is used to refer to students who are eligible for all types of Pupil Premium funding.

### **Key Strategies Used in 2019/20 Across all Year Groups**

#### **Pastoral Support**

##### **1) Attendance Officer & Pastoral Support £37,218**

Attendance of our disadvantaged students was 91.8%, compared to a whole school attendance figure of 94.7%. Rates of persistent absence were higher for students receiving free school meals compared to their non-free school meal peers: 15.7% compared to 12.9%. Whilst addressing this is a key priority in 20/21, this was a reduction of nearly 8.8% on last year's figure of 24.5%.

This money also includes that spent on subsidising students' travel to support attendance and good punctuality. Other strategies of note include parental engagement via letters; meetings and home visits; County referrals, and potential use of fines as a last resort. Importantly, students were fully engaged in this process of improving their attendance – all work involved them so as to ensure they, parents and students understood what actions were needed and why. As a result modified timetables could be suggested and adopted quickly. External professionals were also consulted for advice as soon as the need arose.

Over the coming year, the aim will be to further increase attendance rates for targeted students, and therefore reduce and eradicate the existing gap in attendance.

##### **2) External Support: Place2Be Counselling & Cheshunt Extended Services (CHEXS) £46,904**

A proportion of the Pupil Premium money goes to buying support for our students from external agencies. This includes counselling and mental health support through Place2Be; external workers working with the families and students, and also projects that are run by the extended services provider CHEXS, which help boost self-confidence and improve attendance and behaviour. The research shows that this strategy of social and emotional learning can have a gain of +4 months (EEF). It is important to note that the impact of this work is not always shown through exam outcomes.



40 students participated in CHEXS programmes during the 2019-20 academic year; these students were referred for behavioural/social-emotional reasons, or with the aim of improving attendance. All of the students have commented that the sessions boosted their self-belief, and the majority of students referred for behavioural reasons are no longer at risk of exclusion. In addition, CHEXS has provided support for 8 families through their outreach worker. This has positively impacted on student wellbeing and engagement with school. Student voice focused on their improvements in teamwork, determination, resilience, effort, leadership and motivation. Staff and parental feedback commented on how students' self-reflection and awareness improved throughout the course of the programme. Motivation to attend in particular was noted as having improved which can be seen via increased attendance in 54% of students involved. Our aim for this year will be to improve on this rate of increase.

Place2Be has provided long term 1:1 counselling for a number of disadvantaged students over the course of 2019-20, as well as providing over 390 Place2talk drop-in sessions for students across all year groups. Support was expanded this year to include parent & family counselling support. Feedback on the impact here focused on improved relationships and understanding.

The support of Place2Be continued throughout lockdown via telephone support focusing on child anxiety and bereavement. Again, student and parent feedback praised this support.

### **3) Extra-Curricular Subsidies & Individual Financial support requests £4,500**

The EEF suggests that participation in Arts and Sports can facilitate up to an additional 2 months progress. Subsidising extra-curricular opportunities, as well as targeting funding based on bespoke individual need, not only increased some disadvantaged students' 'cultural capital,' but also worked to establish a positive relationship between that student, their family and the school. Included within this cost is a subsidy for the Cadets programme, allowing a number of disadvantaged students to participate in weekly sessions. Students also received some individual mentoring and sports coaching where deemed appropriate. Each half term, Directors of Learning surveyed disadvantaged students in their respective year groups to identify any barriers to learning. In order to overcome these, resources specific to each student's particular needs would be purchased. This involved the purchasing of headphones, software programmes, reading books, transport and uniform as needed.

### **Academic Support:**

#### **1) Teaching Staff £40,000**

A significant proportion of the disadvantaged money allowed us to increase staffing in key areas, which in turn led to smaller class sizes for our more vulnerable students. We use this strategy across the school. The impact of this is to enable greater contact time between the student and the teacher to ensure progress is made. The research shows that the strategy of smaller class sizes can have a gain of +3 months, (EEF) and the increased feedback has a gain of +8 months (EEF).

This strategy was continued during form time, where English, Maths and Science sessions ran twice a week for 20 minutes, for selected disadvantaged students. In conjunction with other individual student-



focused intervention, this strategy has yielded a positive impact in all areas, with overall progress for disadvantaged students in all areas (English, Maths and Science) being higher than previous years with English results increasing by 23%, Maths 23% and Science 8% (all at grades 5+).

In terms of attainment, 65% of disadvantaged students achieved English and Maths at a grade 4+, 84% of disadvantaged students achieved a grade 4+ in English and 65% in Maths. Our aim for the coming year will be to improve the number of students who gain 4+ in Maths, whilst maintaining the English results.

## **2) Year 11 Revision Sessions £12,000**

Many of our disadvantaged students benefited from timely intervention both during school and during the holidays. Each student received a personalised revision programme for both after school and during holidays, drawn up on the basis of need. In addition, the school ran small group revision sessions during form periods and was planning a comprehensive Beyond Study Leave programme, which would have prepared students for final exams. These additional sessions, across all subjects, ensured students were ready to sit the exams. The research shows that the strategy of after school sessions can have a gain of +2 months (EEF).

It is noteworthy that 80% of disadvantaged students attended these sessions, compared to 71% in the previous academic year. This strategy will be key over the coming months – we must ensure the students who need the targeted support attend all sessions of value to them.

## **3) Goffs Learning After School Support Sessions (GLASS) £4,000**

These sessions took place from September 2019 to March 2020 and supported 20 Year 11 disadvantaged students (three times a week). The focus was English and Maths. Sessions ran from 7.45am – 8.30am and 3pm – 4pm. This change was in response to student feedback – in previous years the scheme ran for two hours after school. A split was implemented as students felt the after school session was too long. Research from the Universities of Warwick and Bristol suggest a 2 month gain in progress can be made with breakfast clubs.

An English and Maths teacher staffed the sessions. 88% of the students who attended achieved a grade 4+ in English, whilst in Maths 69% achieved a 4 or higher. This sustained the prediction in English at the end of Year 11, whilst the Maths result was 14% above Year 11 predictions.

## **4) GCSEPOD and Tassomai Subscriptions £5,400**

All disadvantaged students in Year 11 accessed GCSEPOD over the course of the academic year. However, only 50% made use of the website prior to lockdown. Of those who did, 78% achieved an estimated positive P8 score. It is clearly a strategy that has worked for the previous two years, represents good value for money, and will therefore continue into 2020-21. The aim must be to ensure that all students make full use of the pods this year.

Tassomai continued to be used after its launch in the spring of 2019. This is specifically a Science based on line resource. The resource allows students to answer questions on areas they feel need improving,



thus allowing misconceptions to be addressed as well as progress made. Overall progress for disadvantaged students in Science is +0.07, an increase from -0.24 in 2019. We will continue to use this strategy having renewed the subscription at the end of this first 3 year period.

**5) TLC On-Line Tutoring £500**

8 disadvantaged students participated in online tutoring in the core subjects of English and Maths. These students were picked based on the autumn data as being in need of support in order to gain a level 4 in the chosen subject. The low participation rates at the sessions themselves combined with the students' own perception of effectiveness of this strategy was not good, and so the programme was cut short. Peer tutoring appears to have a greater impact and is more cost effective, and therefore the strategy of online tutoring will not be repeated but replaced with increased peer mentoring.

**6) External Support £9,650**

The school commissioned an external company, Twenty Twenty, to run booster sessions throughout the year in Science, Geography, Religious Studies, and Economics which disadvantaged students were targeted to attend.

Progress achieved by disadvantaged students in Triple Science was positive at 0.55 in Biology, 0.55 in Chemistry and 1.30 in Physics. This has continued the improvement on 2019 outcomes. Geography gained a P8 for the disadvantaged students of +0.45 whilst RS gained a very impressive +0.93. Only Economics saw a negative outcome for the disadvantaged students with a figure of -0.30 (non-disadvantaged results were -0.36 by comparison). Staff feedback on the sessions for economics suggests these should not be repeated but a more bespoke plan used for PP students.

Overall, targeted small group, externally led sessions, aided the positive results in most subjects. They also aided the increase in disadvantaged students entering the EBacc – 71% of our disadvantaged students entered this in 2020. The estimated APS for EBacc rose from 3.52 to 4.17 as well – an increase larger than that of non-disadvantaged students. Sustaining this improvement will be a focus for the coming year.

**7) Formal Mock Examinations £14,000**

Our students in Year 11 had two mock periods across the year. Students in the Sixth Form also had two mock periods. We provided students with past paper packs so that they were fully prepared for the exams. This approach helped raise the number of disadvantaged students achieving a 4+ in English and Maths to 65% whilst a predicted P8 value of +0.19 was gained.

Overall in the Sixth Form, 86% of entries sat by disadvantaged students reached their target grade.

A further 4 reader pens were bought to aid students' performance.



### **8) Sixth Form Tutoring £200**

A Sixth Form tutor was provided for selected disadvantaged students who had aspirations to complete a particular Post 16 course, for example A Level Sciences, but who were tracking below the grade they would need to achieve this goal. Through student voice and parental feedback, this strategy proved to be very positive, its impact is hard to quantify due to the lockdown. Previous years have seen progress scores for the disadvantaged students involved being +0.9. Research also suggests this is an effective strategy, with the EEF stating that peer tutoring can add an additional 5 months progress. This strategy will be repeated again.

### **9) Learning Support Assistants £38,000**

The research shows that this strategy of social and emotional learning can have a gain of +4 months (EEF). During the year, five Learning Support Assistants worked with our SEND, disadvantaged and low prior attaining students across all key stages. Some of the impact of our LSAs is difficult to quantify as it is based around relationships with students. However, in terms of results, low prior attaining students gained an estimated P8 of + 0.28.

### **10) Individual Support**

Direct and individual time with any student is vital for their progress. For disadvantaged students, this is of even greater importance. As a consequence of this, all disadvantaged students in the year were given three extra progress meetings with the Vice Principal, focused on raising achievement. Parents were also invited to the reviews to ensure all parties knew how progress could be made. An extra evening for all students was also run that focused on how to revise. PP students were all called prior to the evening in an attempt to improve parental engagement. Alongside this, an early review with SLT was offered to all students and parents. This contributed to the increased performance of students and aided in closing the P8 gap by 0.06 over the academic year (gap was 0.29 in 2019, it was reduced to 0.23 in 2020)

These measures will continue this year.

### **Summary Impact for 2019-2020 disadvantaged students in Year 11:**

- The progress gap between PP (+0.19) and non-PP (+0.42) has narrowed, from 0.29 in 2018 to 0.23 in 2020. Work will continue to reduce and then eliminate this gap, but the improvement in outcomes is indicative that strategies to raise attainment are effective
- Initial estimates for EBacc APS see PP students scoring 4.17 – an increase from 3.52 last year
- Overall, 65% of Year 11 disadvantaged students achieved 4+ in both English and Maths; this is a 12% increase on last year
- Estimated P8 also rose from 0.03 to 0.19 for PP students
- Progress achieved by disadvantaged students in Physics remains very good at +1.30 whilst Product design (+0.69), Media (+0.90), RS (+0.93) and Photography (+1.11) are also worthy of note



- All of our Year 11 disadvantaged students gained the qualifications necessary to access the next stage of their education, whether it be staying at our Sixth Form, studying at the local college or gaining an apprenticeship

**Summary Impact for 2019-2020 disadvantaged students in Year 13:**

- 100% of Year 13s who resat Maths GCSE passed with a grade 4, up from 50% last year
- L3VA of students reached +0.20 for A Level qualifications and -0.08 for applied general
- 83% of PP grades received at A Level/L3 BTEC were on or above target, up from 50% last year
- 66% of PP students from Year 13 have gone on to university
- Bursary funding enabled students to purchase educational books, laptops, Ipads, uniform, pay for lunch, travel and school visits. Such funding contributed to the above progress being made.

Additional information on the performance and future trends of our disadvantaged students is available on request.

**Mike Toley**

**Vice Principal**