



Liverpool College

Impact of Spending: Pupil Premium Funds

Please see the Pupil Premium Development and Spending Plan 2019 – 20 to view an outline of how the funding was spent.

Impact of Funding 2016 – 2020

	Liverpool College Pupil Premium 2016	Liverpool College Pupil Premium 2017	Liverpool College Pupil Premium 2018	Liverpool College Pupil Premium 2019	Liverpool College Pupil Premium 2020
Number of Pupils KS4	4	11	18	18	27
%5A*-C including English and Maths	75	92	-	-	-
% 5 standard passes (9-4) including English and Maths	-	-	44	33	70.4
% meeting the threshold in English and Maths	75	92	-	-	-
% standard pass (9-4) English and Maths	-	-	56	56	74
% achieving the EBacc	25	81.8	39	17	33
Attainment 8	54.5	57.0	48.8	45	49.7
Progress 8	-	-	-0.76	-0.4	-0.17
Number of pupils KS2	3	7	7	4	9
% reaching expected standard in Reading	3	85.7	86	50	56**
% reaching expected standard in Writing	33	71.4	71	25	56**
% reaching expected standard in Maths	33	71.4	86	25	44**
% reaching expected standard in SPAG	33	100	71	25	-
% reaching expected standard in RWM	33	71.4	71	25	33**
Number of Pupils KSI	6	8	5	6	10
% reaching expected standard in Reading	67	25	40	50	30**
% reaching expected standard in Writing	33	13	40	33	20**
% reaching expected standard in Maths	50	13	40	33	60**
% reaching expected standard in RWM	50	13	40	33	20**

**** figures based on the last assessments prior to lockdown March 2020**

Analysis of impact and strategies for the future

Outcomes for our 27 Pupil Premium pupils improved across all indicators in our 2020 GCSE results. The Attainment 8 figure of 49.7 represents an improvement from both the 2019 figure (45) and that of 2018 (48.8). This was a target for our 2020 cohort. Similarly, the Progress 8 figure for our 27 Pupil Premium pupils at the end of Key Stage 4 shows a year on year improvement, from -0.76 in 2018, to -0.4 in 2019 and to -0.17 in 2020. This improvement, whilst based on outcomes determined in the absence of written examinations, reflects the positive impact of our Pupil Premium action plan and college wide heightened awareness of barriers and appropriate interventions for this vulnerable groups of pupils.

Money spent on intervention for PP pupils included an after school targeted intervention programme which led to better than expected attainment in certain areas e.g. Spanish. These will continue for the next academic year to aid our efforts to break down “in school” barriers to learning so as to diminish the difference between the achievement of our PP pupils and our non PP pupils. Individual literacy and numeracy support from LSAs led to good progress and achievement in Maths and English, with 15 PP pupils making positive progress in Maths, and 6 in English. A focus on cultural literacy is part of our 2020/21 College Development Plan in an effort to improve the number of Pupil Premium pupils gaining a positive progress 8 figure in English. It was again in the Open group of subjects where PP pupils made the least progress. Funding for this intervention programme will therefore continue next year, prioritising the core subjects but also extending into other subject areas so as to help diminish the differences at KS4.

Learning Support Assistants and Inclusion Mentors continue to provide invaluable support for Pupil Premium pupils at all key stages and have provided opportunities to build up resilience and self-esteem, breaking down the identified external barrier of Pupil Premium pupils having less access to experiences that promote resilience, confidence and self-esteem. This vital aspect of support for PP pupils will continue next year. Mental health support and coping strategies will also continue to be provided by the team in school. Restorative Practices introduced in 2018/19 and extended into the behaviour policy in September 2020 seek to reduce the proportion of PP pupils receiving exclusions and other serious sanctions across the college. (The percentage of PP pupils awarded 1 or more FTEs was 30% in 19/20, down from 32% in 18/19 and 43% in 17/18).

Attainment at both KS1 and KS2 is given above for the last assessments prior to lockdown in March 2020. There were no SATs in either Key Stages in the Summer of 2020 due to the Covid19 pandemic. At KS1 early indications showed that PP pupils were attaining well in Maths, a marked improvement in previous years, but that there was still some work to do in Reading and Writing. At KS2 Mathematics outcomes for PP pupils were also strong, but as were Reading and Writing. Year 6 Pupil Premium pupils were on track to attain excellent outcomes on transitioning from the Prep school in the summer of 2020.

LSA and mentors have been successful in raising standards overall but extra provision is needed to ensure that this is targeted for our most vulnerable PP pupils where necessary. Overall strategies to improve Maths and Writing have contributed to these raised standards and therefore it is feasible to allocate a portion of the funding for these from Pupil Premium. The programme of targeted intervention around reading for our youngest years in the college introduced in 2018/19 will continue in 2020/21. As far as Covid safety allows, KS1 intervention will continue to be provided during the lunch hour facilitated by lunch cover provided by midday supervisors paid

for out of PP funds. PP intervention is also being provided by LSAs via Microsoft Teams where necessary.

Further strategies have been employed to improve attendance and moneys will continue to be used to buy in the services of the Education Welfare Officer to support us in our efforts to break down this significant barrier.

Individual success stories and improved progress in all areas of development have been identified and attributed to after school activities and materials purchased from the ring-fenced PP funds allocated to meet individual needs. This will therefore continue to feature in next year's college development plan, particularly in addressing the gaps created by Covid19 for our vulnerable PP pupils across the College.