



Liverpool College

Impact of Spending: Pupil Premium Funds

Please see the Pupil Premium Development and Spending Plan 2018 – 19 to view an outline of how the funding was spent.

Impact of Funding 2015 - 2019

	Liverpool College Pupil Premium 2015	Liverpool College Pupil Premium 2016	Liverpool College Pupil Premium 2017	Liverpool College Pupil Premium 2018	Liverpool College Pupil Premium 2019
End of Key Stage 4					
Number of Pupils	4	4	11	18	18
%5A*-C including English and Maths	100	75	92	-	-
% 5 standard passes (9-4) including English and Maths	-	-	-	44	33
% meeting the threshold in English and Maths	100	75	92	-	-
% standard pass (9-4) English and Maths	-	-	-	56	56
% achieving the EBacc	50	25	81.8	39	17
Attainment 8	60	54.5	57.0	48.8	45
Progress 8	-	-	-	-0.76	-0.4
End of Key Stage 2					
Number of pupils	3	3	7	7	4
% reaching expected standard in Reading	67	3	85.7	86	50
% reaching expected standard in Writing	100	33	71.4	71	25
% reaching expected standard in Maths	67	33	71.4	86	25
% reaching expected standard in SPAG	67	33	100	71	25
% reaching expected standard in RWM	67	33	71.4	71	25
End of Key Stage 1					
Number of Pupils	3	6	8	5	6
% reaching expected standard in Reading	13.7	67	25	40	50
% reaching expected standard in Writing	13.7	33	13	40	33
% reaching expected standard in Maths	13.7	50	13	40	33
% reaching expected standard in RWM	13.7	50	13	40	33

Analysis of impact and strategies for the future

The Attainment 8 figure for our 18 PP pupils at the end of KS4 of 45 represented a dip for these pupils from the 2018 figures. However, the Progress 8 estimate for these 18 pupils of -0.4 represents an improvement on the 2018 figure of -0.76 which is very encouraging. This figure represents 7 out of 18 pupils who achieved a positive P8 score, again an improvement on the 2018 figure of 4 out of 18 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. science. 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 7 PP pupils making positive progress in Maths, and 8 in English. It was in the open 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. A further development for 2019/20 for the Inclusion Team is ThInc training which provides therapeutic inclusive practices aimed at increasing engagement with the core curriculum by our PP pupils. It also seeks to reduce the proportion of PP pupils receiving exclusions and other serious sanctions across the college. Restorative Practices introduced in 2018/19 have been effective in reducing the percentage of PP pupils awarded 1 or more FTEs compared to 2017/18 (32% in 18/19, down from 43% in 17/18).

Attainment at KS2 is well above national and has risen since 2018 in reading, writing and maths. Achievement has also improved with all areas having a positive value added for 2019. There continues to be an attainment gap between PP and non PP pupils with half of our PP pupils attaining the expected standard in reading and a quarter in maths and writing. 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 standard of reading in KS2 is better than average and has improved since 2018. This is especially true for our PP pupils who, although only half attained the expected standard in reading, had a significantly positive value added of +3.2. This is also reflected in KSI, especially for our PP pupils where the PP pupils also had a positive value added of +1. Therefore, the programme of targeted intervention around reading for our youngest years in the college introduced in 2018/19 will continue in 2019/20. KSI intervention will continue to be provided during the lunch hour facilitated by lunch cover provided by midday supervisors paid for out of PP funds.

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 fence PP funds allocated to meet individual needs. This will therefore continue to feature in next year's development plan. In order to improve fairness and allocation a set of criteria have been created.