

## Impact of Spending: Pupil Premium Funds

Please see the Pupil Premium Development and Spending Plan 2020 – 21 to view an outline of how the funding was spent.

### Impact of Funding 2017 - 2021

	Liverpool College Pupil Premium 2017	Liverpool College Pupil Premium 2018	Liverpool College Pupil Premium 2019	Liverpool College Pupil Premium 2020	Liverpool College Pupil Premium 2021
<b>Number of Pupils KS4</b>	11	18	18	27	25
% 5 standard passes (9-4) including English and Maths	-	44	33	70.4*	68.0*
% standard pass (9-4) English and Maths	-	56	56	74*	76.0*
% achieving the EBacc	81.8	39	17	33*	40*
Attainment 8	57.0	48.8	45	49.7*	43.0*
Progress 8	-	-0.76	-0.4	-0.17*	-0.18*
<b>Number of pupils KS2</b>	7	7	4	9	10
% reaching expected standard in Reading	85.7	86	50	56**	70*
% reaching expected standard in Writing	71.4	71	25	56**	30*
% reaching expected standard in Maths	71.4	86	25	44**	50*
% reaching expected standard in SPAG	100	71	25	-	-
% reaching expected standard in RWM	71.4	71	25	33**	30*
<b>Number of Pupils KSI</b>	8	5	6	10	11
% reaching expected standard in Reading	25	40	50	30**	91*
% reaching expected standard in Writing	13	40	33	20**	45*
% reaching expected standard in Maths	13	40	33	60**	64*
% reaching expected standard in RWM	13	40	33	20**	45*

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

\*Based on TAGs June 2020 and 2021

### Analysis of impact and strategies for the future

Outcomes for our 25 Pupil Premium pupils taking their GCSEs improved in terms of percentage attaining the EBacc and a standard pass in both Maths and English. Other figures were comparable with the 2020 Teacher Assessed Grade outcomes and exceeded those of 2019 examinations in terms of progress and value added. The lower Attainment 8 figure of 43.0 represents a weaker cohort overall as the Progress 8 figure is only marginally

below at -0.18 compared to -0.17 of 2020 and -0.4 in 2019. The P8 gap between Non-PP and PP pupils at Key Stage 4 however, has widened from 0.71 in 2020 to 0.94 in 2021 (0.75 gap in 2019). This widening gap is most likely a result of the differentiated impact of the pandemic on our more vulnerable pupils, despite our efforts to deliver laptops and electronic equipment, and make individual phone calls. The provision of the hub for our most vulnerable pupils during school lockdown was also less focussed on academic work than would have been during school opening.

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. DT and Science where PP outperformed non-PP pupils in terms of their residual grades. 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 14 PP pupils making positive progress in Maths, and 14 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. In terms of progress in each of the groups of subjects it was again in the Open group of subjects where PP pupils made the least progress (English P8 -0.17, Maths P8 -0.02, EBacc subjects P8 -0.01 and Open subjects P8 -0.5). 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.

Attainment at both KS1 and KS2 is given above for the teacher assessments given at PP3 June 2021. There were no SATs in either Key Stages in the Summer of 2021 due to the Covid19 pandemic. At KS2 Reading outcomes for PP pupils were strong, as was Maths. All subjects saw an improvement in outcomes from 2019 SATs figures, although it is felt Writing is low due to the pandemic. At KS1 PP pupils improved in all areas, although still some work to do in 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. The implementation of the LSA action plan in 2021/22 seeks to improve the quality of our LSA provision aiming to improve outcomes for this vulnerable group of pupils across the College. 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 2021/22. 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.

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.