



EVERTON
FREE SCHOOL &
Football College

**PUPIL PREMIUM
ACCOUNTABILITY REPORT**

September 2020 – July 2021



Academic Year 9
2020/2021

Principles

Every student with his/her individual needs and gifts is unique.

All teachers, governors and support staff accept responsibility for all students and are committed to meeting their pastoral, social and academic needs within Everton Free School. This is an essential, integral part of the personal development of the whole school community.

The Government has used students entitled to Free School meals as an indicator for deprivation and has deployed a fixed amount of money to schools per student, based on the number of students registered for Free School meals. The premium is provided in order to support students in reaching their potential. At Everton Free School we use the indicator of those eligible for Free School meals as well as identifying vulnerable groups as our target group to 'close the gap' in relation to attainment.

The Government is not instructing us on how we should spend this money; it is not ring-fenced and schools 'are free to spend the Pupil Premium as they see fit' (Department for Education 2011). At Everton Free School we employ strategies we know will support our students to increase their attainment and 'close the gap'. Our LAC, adopted and SGO (Special Guardianship Order) students are also in receipt of Pupil Premium and the LAC funding is discussed and allocated during the PEP meetings.

Provision

In order to meet the above requirements, the Governing Body ensures that provision is made which secures the teaching and learning opportunities that meet the needs of all students.

As part of the additional provision made for students who belong to vulnerable groups, the Senior Leadership Team ensure that the needs of socially disadvantaged students are adequately assessed and addressed through termly reviews, reports and student needs meetings.

It is important that all our students, regardless of their socio-economic situation have access to all the beneficial experiences available in the school. Facilitating access to the curriculum for all students is, therefore, a central part of what we do. Students must be supported to as great an extent as is possible regardless of their teaching/development needs.

One function of the pupil premium is to provide additional teaching and learning opportunities for those students who need them. The cost of giving students experiences to enrich their school lives and engage them socially and academically in all aspects of school life will, where possible be met from the pupil premium. In particular the premium will be used to cover the cost of enrichment activities and educational visits (for which a voluntary contribution would usually be requested) and school break activities to help disadvantaged pupils to pursue their interests and keep a level of



normality in their lives over these periods away from school. This often takes form of organised sporting and other activities run by providers during the school holidays.

If a student in difficult economic circumstances is in need of additional academic support to enable them to access to the curriculum at the level of their peers, then direct intervention in academic support (individual and small group) is paid for by pupil premium. It may also be used to support the funding of specialist learning equipment if necessary. In other words, wherever we see an intervention that would impact positively on the academic and social development of a student in school then we will look to use the premium to make this happen.

Reporting

We report four times per year on the progress made towards narrowing the gap, for students in receipt of the premium and those working alongside students in receipt of the premium. Reporting/discussions include an outline of the provision that was made during the term since the last meeting.

A running total of the breakdown of expenditure is maintained.

Effective early intervention and support for pupils in receipt of the premium is evidenced by the majority of students meeting their individual targets.

Effective parental/carer pupil support. We involve families in the planning of expenditure.

We have an effective system for identifying, assessing and monitoring pupils.

There is a whole-school approach, so all staff are aware of FSM/LAC/SGO needs.

We create a positive school atmosphere in which student differences are recognised and each student is valued as a full member of the school community, developing confident and independent learners.

In Year 2020/2021 there were 132 students on Free School meals, which equates to 40.37% of the school AP population. We also had 7 LAC/SGO/Adopted students on role as of July 2021.

We received £69,098.20 of Pupil Premium funding the academic 2020/2021.

EFA PP Funding £4,178.13

PP Funding (commissioners) £37,978.86

PP + Funding £26,941.21 Commissioners

The breakdown of expenditure is enumerated in the table below.

Personal Student Profiles on students in receipt of Pupil Premium are completed on an annual basis, in the way that we do for children with SEN and LAC/SGO



Progress

Three grades of progress from the end of KS2 to the end of KS4 are used to calculate the annual expected progress.

A `Step` refers to a sub level or sub grade of progress.

Expected progress over one academic year is 1.8 steps.

2020/2021 demonstrates well above expected core academic progress at ???

Core subjects at EFS are defined as English, Maths, Science and PE.

The Average Student Progress since admission for Pupil Premium (FSM) students is 1.16.

This demonstrates that there is no significant difference in progress between students receiving FSM Pupil Premium and those not receiving Pupil Premium.

The ASPA for LAC students is ??? therefore progress of LAC/SGO & adopted students is an ongoing area of development.

For further analysis please refer to The Phoenix Education Annual Report 2020/2021. Available on website and upon request.



A to Z Approaches

Code	Approach	Everton Free School Approach	Cost Estimate (Per Year, Per Student)
A1	After school programme/Enrichment Activities	Stretch, Challenge and Enjoy (SCE) Annual Report	£600
A2	Aspiration interventions	E.g., London residential China Trip Aruba	£700
B1	Behaviour interventions (including attendance and punctuality)	E.g., Blue zone attendance trips, Punctuality Prizes, Positive Behaviour Points, Vouchers, FA Assembly/ Rewards	£500
B2	Breathing Space	Everton in The Community	£500
B3	Hierarchy of Needs (Maslow)	Food vouchers, bedding & toiletries etc.	£300
B4	Blue Family Fund	Beds, Bikes, Washing Machines, Food Vouchers etc	£200
C1	Collaborative learning project	E.g., Music Studio/ Make up, Horticulture, Stage School Singing Lessons	£500
D1	Digital technology	IPads, laptops, whiteboards etc.	£1,200
E1	EAL Support	Interpreter/ Translator	£1,500
L1	Individual instruction	One to one / Twilight sessions	£1,500
L2	Literacy	Accelerated Reader 'That Reading Thing' Disciplinary Literacy	£500



M1	Master classes	E.g., Science – JMU, Maths and English Blast, Hope Challenge	£1,500
M2	Mentoring/ Coaching	BeSmart coaching plans (MF)	£720
N1	School Nurse	Vikki Spambo Medical Support	£250 (per week)
O1	Outdoor adventure learning	D of E Bronze, Inside the City Programme, Outreach Thursday	£600
O2	Opticians	Glasses/contacts	£100
P1	Parental involvement/Support	Engagement in activities Food Vouchers	£150
S1	School Kit	Hummel	£150
S2	Social and Emotional support	Cathy Atkinson Educational Psychologist	£500 (per week)
T1	Teaching assistance	Teaching Assistants in English, Maths, SEN (1:1) EHCP Students	£110 (per day)
T2	Travel assistance to school	Bus passes/mini bus pick up/ Taxi (CP) Train Passes	£350