

PPG Review 2019-2020

“We are a school that refuses to accept that a child’s socio-economic background should be the key determining factor to their life chances”.

Total scholars on roll: 2019-20: 579
PPG scholars on roll 2019-20: 227 (37.9 % of cohort)

Whilst there is no specific profile for a PPG scholar, research shows that these children may be more likely than their counterparts to experience the following:

- Low aspirations and feeling of embarrassment or shame about where they come from.
- Fewer opportunities to develop cultural capital by, for example, attending trips to museums, galleries or other day trips.
- Lower levels of numeracy, literacy and academic support.
- A warped view of education, their local community and/or the larger context of London and the UK.
- Difficulty in finding a quiet place to study with access to the necessary resources to make progress.
- Low levels of oracy and self-confidence.
- Lack of basic equipment or poor uniform.
- Difficulty working independently at home due to availability of a quiet space and managing deadlines.
- Difficulty attending school on time or have lower attendance.

This document reviews the strategies used to support our most disadvantaged scholars in the academic year 2019-20 and seeks to further improve provision for 2020-21.

Intervention 1: High-quality teaching

An extensive focus was given last academic year on remapping the curriculum to ensure it becomes the most powerful lever to accelerate social mobility. The structure of the AGFS four-part lesson and the use of Quizlet was introduced to ensure that scholars are increasingly able to work independently and have the resilience to overcome challenges. The school invested heavily in associated staff CPD programme. Each teacher created a context sheet for their classes which outlined agreed strategies for scholars. The PPG funding facilitated a reduced timetable loading and some smaller class sizes. PPG scholars who fell behind in year 11 were given priority for intervention strategies by classroom teachers and HODs following mock exams.

The COVID-19 pandemic disproportionately impacted young people from low income families who often had reduced access to online learning. At AGFS we were able to monitor these scholars closely and put in place extra support including the loaning of digital devices. During lockdown, staff were able to minimise lost learning time by teaching high-quality lessons live online via Microsoft Teams. Online learning platforms such as Hegarty Maths,



Ark Greenwich Free School

MathsWatch, TT Rockstars, My GCSE Science and Show My Homework were also used to good effect. Tracking PPG scholars' access to online learning forms a central part of the plan moving forward.

The table below demonstrates that PPG scholars at this school achieve well and that the measures in place are having the desired impact.

Group	Overall P8	P8 score PPG	P8 score non-PPG	Gap PPG v Non-PPG
Y11 2016-17	+0.17	-0.07 (43 scholars)	+0.34 (59 scholars)	-0.41
Y11 2017-18	+0.28	-0.14 (25 scholars)	+0.46 (63 scholars)	-0.6
Y11 2018-19	+0.19	+0.23 (40 scholars)	+0.16 (57 scholars)	0.07
Y11 2019-2020 *Calculated grades	+0.63	+0.5 (27 scholars)	+0.69 (67 scholars)	-0.19

- 2019-2020 calculated grades show that PPG and non-PPG progress is well above national. There is a gap of -0.19 where non-PPG scholars outperform PPG scholars.
- Historically, the provision gap between PPG and non-PPG has shown some variability but outcomes for scholars are strong and above national.

Intervention 2: Attendance support

Strategies to support PPG scholars increase their attendance have been largely successful. The table below shows overall attendance data for PPG and non-PPG over the last 4 years against benchmark figures.

Group	17/18	18/19	19/20
AGFS (all)	94.2%	95.6%	96.1%
RGB	94.9%	95.4%	TBC
National	94.6%	94.8%	TBC
PPG National	Not available	92.8%	TBC
(AGFS) PPG	92.4%	94.5%	95.2%
(AGFS) non-PPG	95.3%	96.3%	96.7%
GAP*	-2.9%	-1.8	-1.5%

*(PPG vs Non-PPG)



- Overall PPG attendance at AGFS is improving every year and is above benchmark figures.
- PPG attendance at AGFS is now significantly above PPG attendance nationally and above all other benchmark figures.
- The in-school gap between PPG and non-PPG has remained low at 1.5%.

Intervention 3: Literacy support

In 2018/2019, approximately 60% of scholars undertaking the Lexia literacy support programme are registered PPG. Data shows that Lexia participants increased their reading age by over 2 years throughout the programme.

All KS4 PPG scholars were provided key texts in English. Revision guides and workbooks were purchased for all PPG scholars in all subjects. The impact this may have on the literacy levels for this group is not yet known but these resources are essential learning resources which enable PPG scholars to become independent. Anecdotal feedback from scholars suggests that they found this intervention especially helpful.

Academic outcomes in English for PPG scholars (P8: +0.7) also suggests the impact of this strategy is strong.

Intervention 4: Numeracy support

The numeracy support programme is continuing to improve the outcomes of all scholars through smaller class sizes and additional intervention sessions such as quizzing and the use of online learning platforms. However, a gap has been identified at GCSE level (approximately 0.5) between PPG and non-PPG outcomes (CAG). Anecdotal evidence suggests that this may be due to PPG scholars' access to online learning platforms. Measures are already being introduced to ensure all PPG scholars have access to a chrome book device, dongle and/or HW club. The maths department will have an enhanced awareness of PPG scholars in their classes and will monitor their progress accordingly. Maths teachers will now be the form tutors for year 11.

Intervention 5: School counselling and small group interventions

A group of 10 staff undertook training to provide counselling for targeted scholars. PPG scholars were given priority when deciding which scholars would be able to access counselling and small group based pastoral intervention. A range of scholars received 1-1 counselling, and this was well received with several demonstrating strong progress. Additionally, a group of 9 WBB/PPG scholars were identified for small group intervention. Overall, these sessions were deemed to be successful. Scholars were placed on a *positive effort report* as an initiative to motivate and reinforce effort/application during lessons. Scholars received prizes for their good behaviour and their successes publicly recognised. These reports also helped to strengthen relationships with their parents and teachers by establishing a positive dialogue. There is also evidence to suggest that these sessions have had a direct impact on their academic performance.



Intervention 6: Supplementary funds

PPG scholars were given a uniform and equipment allowance. Anecdotal feedback from scholar interviews suggests that this was well received, helping to build scholars' confidence and sense of identity within the school.

Intervention 7: Cultural Capital and Careers

Overall, feedback from scholars during panel interviews and parent surveys have been positive. PPG scholars have said that the extracurricular activities offered in sport and the performing arts have been of great benefit, although access to free music lessons could have been better advertised by the department. PPG scholars were given access to all school trips and excursions and provided with financial assistance where appropriate.

The breakdown below demonstrates how PPG scholars were prioritised regarding cultural capital.

- All PPG scholars attended a host of trips during DDDs that were free of charge including 19 enrichment activities that embed the school's four values.
- The percentage of PPG scholars in school performances and plays is increasing each year with 47% of scholars being PPG. This exceeds the cohort context of PPG to Non-PPG.
- Weekly music lessons (piano, singing and drums) are available to all PPG scholars without charge.
- All year 9 scholars were entered for the Duke of Edinburgh. *This current year group was unable to attend due to the impact of COVID-19 but will be resubmitted to attend this academic year. All current year 9 PPG scholars will be enrolled into the Duke of Edinburgh this academic year.
- Last year 27% of PPG scholars were on the school leadership team. This year 30% of the scholar leadership team is PPG.
- Breakfast club funding gives scholars access to a nutritious breakfast each day. Over 20% of PPG scholars use this every day and 33% of PPG scholars use this on a weekly basis.
- PPG scholars were financially supported so they could attend the geography GCSE fieldwork trip to Juniper Hall.
- Many PPG scholars targeted as part of the morning character reading programme.

Careers and post-16 provision

All PPG scholars received a 1:1 WEX and careers meeting. 100% of scholars went on to further education, apprenticeships or employment. However, there is more work to be done around encouraging PPG scholars to apply to grammar school sixth forms. Anecdotal evidence suggests that scholars can lose confidence at the point of acceptance – this is something that will now be addressed systematically throughout the year.

A full breakdown of post-16 destinations can be accessed via the main school website.



Intervention 8: Improve communication with PPG parents and careers

The following interventions to enhance PPG parental communication were deemed to be successful:

- Improved tracking of PPG parent attendance and regular contact made for non-attenders to parents' evenings and events. Attendance to parents' evenings were 90%+ and PPG parents' attendance was prioritised with each parent receiving a personal phone call to ensure they could book in and had all the information needed to attend.
- Where parents could not attend the school supplied an adult (member of staff) to act as the parent on the night.
- Clear communications were given to PPG parents regarding important events such as exams, performances and trips.
- Weekly parent newsletter introduced to share key events and school life with parents to update harder to reach PPG parents.
- Ensured that the school website allowed easy access to curriculum documents.
- Positive and negative communications were better systemised, and staff regularly ensured PPG scholars were prioritised and targeted with positive postcards, catch up phone calls and positive calls.

Strategic priorities and next steps:

- Reduce the progress gap in maths between PPG and non-PPG.
- Increase the percentage of PPG scholars entering grammar school at post-16.
- Further enhance PPG parental communications and expectations.
- Increase awareness of PPG scholars (and parents) to the suite of offers available to them including free music lessons, uniform grant and support with school trips and extras.
- Ensure PPG scholars are not disadvantaged from the impacts of the COVID 19 pandemic by providing them with the digital resources to access hybrid learning and the suite of online learning tools that the school uses.