

The Lighthouse Schools Partnership (LSP) Disadvantaged Strategy 2020 to 2023

Purpose

The purpose of this strategy is to:

- Ensure that the needs of all pupils who are disadvantaged are met effectively so that the attainment and progress gaps between disadvantaged and non-disadvantaged students and pupils closes.
- Ensure that all pupils who are disadvantaged are well prepared for successful entry into further and higher education institutes, including Russell Group universities and high-quality apprenticeships.
- Ensure that no pupil leaves a Trust Academy Not in Education, Employment or Training (NEET).
- Detail the monitoring and evaluation processes the Trust will use to ensure gaps of underachievement narrow.
- Identify the roles and responsibilities of key Trust officers involved in ensuring gaps of underachievement narrow.
- Meet statutory obligations in relation to pupil premium expenditure.
- Ensure that all pupils whose achievement has been adversely affected because of Covid-19 are provided with additional and bespoke opportunities that support accelerated progress.

Definition of Disadvantaged:

Pupils are defined by the DFE as disadvantaged if recorded as:

- Eligible for Free Schools Meals (FSM) in the last six years (FSM6+)
- Children Looked After (CLA) continuously for one day or more
- Post CLA: because of an adoption, a special guardianship order, a child arrangements order, or a residence order

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to diminish difference between them and their peers. In recognition of the specific challenges children from service families face the Service Pupil Premium funding (SPP) is allocated to children who have a parent currently serving in the armed forces or who are in receipt of a child pension.

Rationale

The DfE has given each academy the freedom to use the pupil premium as it sees fit, based upon their knowledge of pupil needs.

However, the Trust is accountable for the use of this additional funding to improve outcomes for those pupils in receipt of the pupil premium. In making decisions on the use of the pupil premium we will:

- Ensure that pupil premium funding allocated to the Trust is used for its intended purpose.
- Use the latest evidence-based research, and share current good practice across the Trust, on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of all pupils.
- Evaluate the impact of gap closing strategies on both the progress and attainment of disadvantaged pupils.
- Be transparent in reporting of how we have used the pupil premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents, and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the pupil premium.
- Recognise the fact that pupils eligible for FSM are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these groups, and individual needs, fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance, whilst also recognising the importance of developing the whole child through identifying and intervening with their social, emotional, psychological and spiritual development where necessary.
- Use the pupil premium for all year groups not just those taking tests or examinations during, or at the end of, the year.

This strategy is intended to support the overall implementation of the **LSP Strategic Plan 2018 to 2021** and the **LSP School Improvement Strategy**. It is also required to contribute, in line with the Trust's Mission, to growing the numbers of pupils in LSP schools meeting and exceeding expectations, happy in themselves, and using their skills both social and academic, for the betterment of their own lives, that of their families and their wider communities.

LSP Position Statement 2018 - 2019

Proportion of Disadvantaged Pupils in Trust Schools

In January 2019, for all school types, 15.4% of pupils were eligible for and claiming free school meals. This is the highest proportion since 2014. In primary schools 15.8% of pupils are known to be eligible for and claiming free school meals and 14.1% in secondary schools
<https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2019>

In 2018 24% of pupils nationally were eligible for FSM6+ and in 2019 23% of pupils nationally were eligible for FSM6+.

In general Trust schools have proportionally fewer pupils eligible for FSM6+ than national and most frequently are within quintiles 5 and 4 (Lowest quintiles) in their published Inspection Data Summary Report (IDSR) for proportion of pupils who are eligible for FSM6+. This means that LSP schools do not receive large amounts of funding to support disadvantaged pupils when compared with other schools nationally.

For data on percentage of Pupil Premium pupils and funding in Trust schools see Appendix 1.

Trust School Performance so far – How do our pupils perform in relation to disadvantaged pupils nationally and locally?

Traditionally schools with higher percentages of disadvantaged pupils appear to raise attainment more successfully as they have more spending power and can often employ significant numbers of additional staff dedicated to the support of disadvantaged pupils. For the vast majority of Trust schools, either because they are small and/or have lower FSM6+, there is greater challenge as there are small numbers of pupils in each cohort, and lower levels of funding may not be best spent on employing small numbers of staff who can have little impact across a school. In these circumstances funding may be better spent on whole school staff development to raise the quality of teaching across the school.

We only have two years of meaningful Trust data on the performance of our disadvantaged pupils. Disadvantaged pupils in Trust schools are not performing as well as their non-disadvantaged counterparts and, in the vast majority of schools, the challenge of closing the gap still remains.

Impact on pupil outcomes and progress of current pupil premium funding

2018-2019 SAT for pupils who are pupil premium in Year 2 (2019 National)

62% of pupil premium pupils nationally achieved the expected standard in reading, 55% in writing and 62% in mathematics. In Trust schools, 65% of pupil premium pupils achieved the expected standard in reading, 52% in writing and 69% in mathematics. Outcomes for pupil premium pupils are above national for reading and mathematics.

2018-2019 SAT scaled score for pupils in Year 6 who are pupil premium (2019 National)

In Trust schools, 64% of pupil premium pupils achieved the expected standard in reading, 74% in writing and 61% in mathematics. 53% of pupil premium pupils nationally achieved the expected standard in reading, writing and mathematics combined. In Trust schools, 47% of pupil premium pupils achieved the expected standard in reading, writing and mathematics combined.

Improving the percentage of pupils who achieve the expected standard in reading, writing and mathematics combined, therefore, remains a priority for Trust schools (see Appendix 2).

Secondary Key Stage 4

In our secondary schools the performance of disadvantaged students is not yet secure and gap between disadvantaged and non-disadvantaged students are significant (see Appendix 3).

Other factors

The Trust makes no assumptions about any individual pupil or family situation, including for those pupils eligible for the pupil premium. The Trust is aware that the context of individual schools means that there is a proportion of pupils who despite not being eligible for pupil premium funding still face significant challenges and barriers to their educational success. These pupils are, therefore, entitled to receive high levels of support to thrive at school and in life, as those pupils who do receive the funding.

The Trust also recognises that other barriers to learning, e.g. LAC, mobility and language, which also impact on the attainment of disadvantaged pupils but, whilst these may be very significant factors in individual cases, these are not significant factors in the overall performance of disadvantaged pupils in the Trust.

The Sutton Trust has identified that within the south and south west outcomes for disadvantaged pupils are poor, when compared to other areas of the country, particularly London. This research highlights the importance of ensuring a cohesive and high-profile approach to overcoming educational barriers for the disadvantaged within LSP schools.

All Trust schools should use the EEF Families of Schools database <https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/> which offers a useful tool for comparing how pupils achieve in similar schools across the country. This tool will help to set achievement of disadvantaged pupils within a wider context and often provides an appropriate level of challenge.

SEND/Disadvantaged Crossover

There is some evidence to suggest that schools in the Trust may have a greater number of SEND pupils within their disadvantaged pupils' groups and this can also mean that low attainment is difficult to address because there are multiple barriers to learning. It is, therefore, important that this strategy is used in combination with the work the Trust is doing to improve SEND provision and achievement.

The Trust has made all schools aware of important materials from the EEF on SEND provision and strategies to ensure progress and attainment. All teaching staff should be aware of the EEF Guidance Report on Special Educational Needs in Mainstream Schools and other related documents to be found at <https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/>. Following this guidance is crucial in planning provision for disadvantaged pupils who also have SEND.

2020 Covid and Disadvantage

The EEF warns lockdown could undo decade of progress in tackling attainment gap. An analysis by the Education Endowment Foundation (EEF) has warned that schools' closures during the Covid-19 pandemic was likely to reverse all progress made to narrow the attainment gap between disadvantaged pupils and their peers since 2011. Between 2009 and 2019, the attainment gap by the end of primary school is estimated to have narrowed from 11.5 months to 9.2 months. However, the EEF analysis said its median estimate was that the gap could widen by 36% as a result of school closures. The EEF called for urgent and sustained support to help disadvantaged pupils catch up. However, the Foundation said that the damage would not be undone "even if the strongest mitigatory steps are put in place".

In a recent report entitled 'Social Mobility and Covid-19: Implications of the Covid-19 crisis for educational inequality' (April 2020) by Dr Rebecca Montacute, she states,

"Even if all possible steps were taken to minimise the impact of school closures on the attainment gap, having students away from school for a long period is likely to have a substantial impact on attainment, especially for those from the most disadvantaged backgrounds".

Therefore, outcomes for disadvantaged and vulnerable cohorts should be considered a priority for all schools within the Trust.

All Trust schools will implement the guidance provided by EEF on Covid support. This guidance can be found in:

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf

<https://nationaltutoring.org.uk/>

Expectations about Pupil Premium Provision in Trust Schools

The Trust has a responsibility to support and challenge its schools in ensuring that all pupils identified as being at risk of underachieving due to disadvantage have the same opportunities as other pupils to achieve and therefore succeed. The Trust believes the most effective way to ensure equal opportunities for all is to remove the barriers to underachievement for identified pupils at the earliest possible opportunity. The recent report by the Education Endowment Fund (EEF) entitled [EEF Guide to the Pupil Premium 2019](#), as well as the EEF report entitled The Attainment Gap (2017) [The Attainment Gap](#); and the previous joint report between the EEF and the Sutton Trust entitled [Pupil Premium: The Next Steps](#) (2015) all refer to the fact that the most effective learning opportunities for pupils who are disadvantaged are those that are based on early identification, high quality teaching, employment of proven and research based interventions which accelerate progress early on; and, importantly, learning that is tied in with 'memorable experiences'.

Education Endowment Foundation

The Education Endowment Foundation has identified a tiered approach (good practice) to spending for pupils identified as disadvantaged:

High quality teaching for all - Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for pupil premium spending.

Targeted academic support - Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective pupil premium strategy.

Wider strategies - Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour, and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

The Lighthouse Schools Partnership Approach

The Trust's aim is that all pupils identified as being disadvantaged will make at least the same progress as non-pupil premium pupils nationally. In addition, a proportion will exceed the national average. To do this, the Trust will provide strategic and operational support and challenge, measured by three performance indicators. These are:

- **KPI 1: Securing the catch up and progress of targeted disadvantaged learners through high quality teaching**
- **KPI 2: Using specialist or specific targeted academic support to improve overall provision, as well as accelerating the progress of disadvantage, e.g. the National Tutoring Programme or similar provision**
- **KPI 3: Minimising the impact of barriers to learning and promoting cultural capital (Early Intervention and Prevention) through a focus on wider strategies**

Ofsted

The need to focus on ensuring that enrichment opportunities are also a key focus for disadvantaged pupils, is also recognised by Ofsted:

The Ofsted School Inspection Handbook (2019) states:

'As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum: 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

Whilst we are mindful of the need for a broad and balanced curriculum, we also know that from September 2020 until the end of the spring term 2021 there is to be a relentless focus on catch up of essential learning.

LSP Pupil Premium Strategy - how funding will be targeted:

Key performance Indicators (KPIs) 2020 to 2023

Pupil premium funding will be used to benefit all pupils, identified as disadvantaged and, therefore, eligible for the funding and to support more able pupils as well as those who are underachieving, by enhancing core provision as well as extending and deepening opportunities for learning beyond the core provision on offer. The Trust will use the indicator of those eligible for FSM to ensure that pupil premium funding has the intended impact, but given the context that many of our schools work within, the Trust is also mindful that there may be additional pupils who are equally disadvantaged (as a result of family situations or challenging circumstances) who may not meet the criteria for pupil premium funding, but who are just as deserving of support. Therefore, support mechanisms and strategies, where required, similarly benefit whole cohorts of pupils as well as other identified vulnerable groups and individuals, to ensure all pupils are given the best possible opportunity to thrive and achieve.

The Trust will continue to support and challenge its schools to deploy funding strategically, to ensure that it is spent to maximum effect, with the greatest possible impact on pupil outcomes. This will mean challenging decisions about school spending, to meet the following Key Performance Indicators (KPIs):

Key Performance Indicators

KPI 1: Securing the catch up* and progress of targeted learners through high quality teaching for all pupils	KPI 2: Using specialist or specific targeted academic support to improve overall provision, as well as accelerate the progress of disadvantaged pupils adversely affected by Covid-19	KPI 3: Minimising the impact of barriers to learning and promoting cultural capital (Early Intervention and Prevention) through a focus on wider strategies
<ul style="list-style-type: none"> ➤ 1.1 Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning ➤ 1.2 Initiatives to improve the components of high quality-first teaching (explicit teaching, scaffolding, cognitive and metacognitive strategies, and flexible grouping) have been 	<ul style="list-style-type: none"> ➤ 2.1 Targeted intervention to support all vulnerable or underachieving pupils to make good or outstanding progress, including the most able disadvantaged pupils. ➤ 2.2 Assessment information is used effectively and regularly, through reviews of pupils' progress, to plan strategically for provision and the deployment of skilled additional adults to provide support for targeted pupils and groups of pupils. Regular evaluations of interventions, including those funded by the pupil premium, consistently show that these are of a high quality and are 	<ul style="list-style-type: none"> ➤ 3.1 Deployment of specialist and other key staff to support and raise achievement of vulnerable pupils, to support improvements in attendance. ➤ 3.2 Tailored support that is timely and robust for key vulnerable pupils, including pupils with emotional needs, with involvement from outside agencies such as Children's Social Care, the Confederation of Heads of Young People's Services and Child and Adolescent Mental Health

<p>established.</p> <ul style="list-style-type: none"> ➤ 1.3 Attention will be given to effective diagnostic assessment and AfL will be a strong feature of all lessons. 	<p>having a very positive impact on overcoming barriers and supporting underachieving pupils to make progress.</p> <ul style="list-style-type: none"> ➤ 2.3 These interventions are based on clear evidence of their effectiveness, using research-based approaches which have proven impact. 	<p>Services as necessary.</p> <ul style="list-style-type: none"> ➤ 3.3 Opportunities for all pupils, including disadvantaged pupils, to engage in activities which enrich their experience. ➤ 3.4 Increasing year-on-year expenditure on provision that supports the early identification and prevention of the key barriers to learning.
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***Catch up**

The Trust considers that a pupil has “caught up” when data from January 2020 is compared with data for January 2021 and the pupil is attaining at the same level – e.g. Expected in Year 3 in January 2020 and Expected in Year 4 in January 2021.

A further measure of catch up will be to use the Pupil Progress Matrices in INSIGHT to look at performance in the previous Key Stage against current performance. (N.B. The impact of disruption due to increased pupil/staff absence in 20/21 and additional closures may mean that this understanding needs to be adapted in the course of the year).

Progress

- The Trust expects all primary schools to use Pupil Progress Matrices in INSIGHT to analyse pupil progress to ensure that pupils are maintaining or in some cases exceeding expected progress from their starting points.

In order to ensure that these KPIs are fully embedded in all our schools it is an expectation that each school will have specific and challenging targets and actions in their annual RAPPs to address the specific issues within their own schools around disadvantaged performance.

Overarching Principles for Provision for Disadvantaged Pupils in Trust Schools:

- School leaders focus relentlessly on high quality teaching. ‘If the focus is on ambitious excellent outcomes for every individual learner, narrowing the gap will be a by-product.... Poor teaching has a disproportionate effect on disadvantaged learners... high quality teaching has a disproportionately positive impact on disadvantaged learners’ (Marc Rowland (2015))
- There is no such thing as a ‘typical’ pupil premium pupil – we treat all as individuals and believe that all can succeed.
- Diagnostic assessment is vital and must then inform planning and provision. This will take the form of formative assessment in all lessons and more formal summative approaches, e.g. question level analysis following the completion of a standardised test.
- It is an expectation that every teacher in the Trust will know which pupils they teach are FSM6+. They know enough about a pupil to understand a pupil has barriers to learning but these are not used as an excuse for low achievement.
- Disadvantaged pupils deserve the very best teachers. Well trained and equipped teaching assistants add value to what teachers do but should not replace the role of teachers. Time out of class will be carefully monitored.
- Careful transition to new classes and phases is vital and receiving teachers need to understand the strengths and areas for development of disadvantaged pupils and ensure progress is maintained.
- Early intervention is better than catch up and so all primary schools will focus on the early acquisition of reading and mathematics in line with Maths and English Hub guidance.
- The Trust appreciates that each school is different and that there is no one way in which a school should choose to spend finance to support disadvantage. Nevertheless, the Trust expects all schools to know what the major barriers to learning are for their disadvantaged children and able to be specific about what they want to improve. **The Trust would also expect some of the following strategies to be a focus of each school’s RAPP.**

Area of Focus	Examples/Details of expected provision within LSP Schools
<p>KPI 1: Securing the catch up and progress of targeted learners through high quality teaching</p>	<p>Supporting Early Career Teachers – team teaching, 1:1 coaching and mentoring for NQTs, RQTs, joint planning, lesson study with experienced member of staff.</p> <p>Shared language for learning across the school.</p> <p>Shared pedagogical understanding and strategies for teaching each subject with strong input into CPD to ensure embedded assessment for learning strategies.</p> <p>Clear progressive curriculum with clear end of year/key stage outcomes and opportunities to build cultural capital.</p> <p>The school ensures strong starts for all pupils in both English and maths and follows guidance from Maths and English Hubs. Resources are purchased to ensure high quality provision – as recommended by each Hub.</p> <p>All teachers are aware of who the disadvantaged pupils are in their classes. Seating plans, etc, show that they are a focus group within the class.</p> <p>Groups are flexible and respond to individual need - daily, weekly, and termly.</p> <p>The school has a strong Feedback Policy and pupils have chances to respond to verbal and written feedback and this has impact.</p> <p>Learning walks, pupil interviews, lesson study and book scrutinies ensure focus on the impact of the teaching on disadvantaged pupils – small but impactful tweaks are made to teaching as a result.</p> <p>Leaders and teachers use assessment data effectively and understand the importance of progress matrices and prior attainment.</p> <p>Additional leadership time with clear KPIs to focus on disadvantaged.</p> <p>Remote learning is in place for all via TEAMS and all staff and pupils are able to access this.</p>

<p>KPI 2: Using specialist or specific targeted academic support to improve overall provision, as well as accelerate the progress of disadvantaged pupils adversely affected by Covid-19</p>	<p>Leaders take note of EEF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/ and only used interventions that have clear evidence of impact.</p> <p>All interventions are time limited and linked to learning in the classroom.</p> <p>Interventions will be evaluated and stopped where they have no impact.</p> <p>Class teachers and teaching assistants plan together to ensure provision for disadvantaged pupils. Provision maps are in place and regularly reviewed.</p> <p>Class teachers in primary settings regularly review performance of “combined expected outcomes” for disadvantaged children and plan interventions to increase those attained expected level in reading, writing and maths.</p> <p>Pre and post teaching in place (where possible delivered by teachers).</p> <p>Additional staff are employed and trained to deliver support to disadvantaged groups.</p> <p>Additional partnerships to support disadvantaged (e.g. National Tutoring Programme) and careful thought is given to when this intervention takes place so that pupils do not miss whole class learning.</p> <p>Attachment issues are well understood by all members of staff and support for LAC takes these behaviours into account and support is provided.</p> <p>All disadvantaged learners have access to emote Learning and pupils are contacted on a daily basis to track progress.</p>
<p>KPI 3: Minimising the impact of barriers to learning and promoting cultural capital (Early Intervention and Prevention) through a focus on wider strategies</p>	<p>Attendance – termly monitoring of attendance of all disadvantaged pupils and interventions in place to improve attendance.</p> <p>Parents – do parents know about intervention strategies; how are they engaged in supporting these? How do we help teachers to build strong, warm yet productive relationships with parents?</p> <p>Social and emotional support – 1:1 and group work as needed.</p> <p>Employment of pastoral support staff/counsellors/chaplains.</p> <p>Training for staff in Mental Health First Aid.</p> <p>Strong culture of behaviour management but also training for staff so that they are understanding that all behaviour tells us something and that we need to ensure we are not misinterpreting it and entrenching behaviours.</p>

	<p>Online workshops to support parents with helping their child to learn.</p> <p>Extra-curricular support – free places at clubs.</p> <p>Support for residentials and other field trips (not essential for the curriculum).</p> <p>Uniform support.</p> <p>Additional careers support and access to university provision.</p>
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Monitoring and Measuring the Impact of the LSP Disadvantaged Strategy

The local governing body has an important role in ensuring that their school has strong provision in line with this strategy. As part of any review of provision for disadvantage it is expected that governors would be able to answer questions such as:

- Does the LGB have a clear understanding of PP Grant? What is it for?
- What training have you done?
- How do new governors learn about it?
- Is there a PP governor? What is their role?
- How do governors monitor, challenge and measure the impact of how the money is spent?
- How do they ensure value for money”?
- How do governors ensure that the PP Grant is being spent effectively on individuals?

This strategy will be monitored through on-going Trust school improvement visits to schools, as well as evidence gathered through scrutiny of the implementation of the RAPP. Additionally, impact will be measured by assessing the impact on published data for Trust schools.

Reporting of Impact

Impact will be reported to Trustees through an annual disadvantaged report highlighting the strengths and areas for improvement in relation to work being undertaken by schools. This report will be compiled by the Associate/Director of Education.

Appendix 1: Percentage of Pupil Premium and funding in Trust schools in 2019

School	% Disadvantaged in 2019	Pupil Premium Grant 2019
Backwell Junior	10%	17,160
Backwell Secondary	12%	127,160
Bishop Sutton Primary	17%	36,353
Chew Valley	14%	154,275
East Harptree	14%	13,860
Flax Bourton	14%	29,383
Gordano	10%	144,925
Grove	15%	35,640
Hannah More Infant		
High Down Infant		
High down Junior	12%	59,400
Northleaze	4%	3,960
Portishead	5%	21,120
St Mary's	14%	11,880
St Peter's	10%	50,160
Stanton Drew	10%	8,184
Ubley	14%	14,784
West Leigh infants		
Whitchurch	18%	58,080
Winford	14%	35,851
Wraxall	15%	10,560
Yatton Infant		
Yatton Junior	12%	68,640

Data from EEF Families of Schools Database

Appendix 2: Mosaic 2016-2019 Disadvantage Report



Appendix 3: Secondary School 2019 data:

School	Number on roll	% Disadvantaged	Progress 8 all pupils	Progress 8 Disadvantaged	Attainment 8 All pupils	Attainment 8 Disadvantaged	5+ (E&M)	5+(E&M) Disadvantaged	EBacc Score All pupils	EBACC score Disadvantaged	PP Allocation
Gordano	1895	10%	0.2	-0.48	53	36.3	55	43	4.73	3.05	144,925
Backwell	1755	12%	-0.15	-0.8	50.6	39.6	56	32	4.76	3.61	127,160
Chew	1101	14%	-0.35	-0.76	48.1	32.1	49	21	4.31	2.73	154,275

Data source: *EEF Family of Schools*

Appendix 4: Other Useful Resources:

An updated Guide to The Pupil Premium
The Forgotten Third

Marc Rowland 2015
Roy Blatchford 2020