



STANGROUND ACADEMY

Stanground Academy
Pupil Premium Spending Forecast 2016-17

Pupil Premium Statement

Schools and Academies receive a pupil premium grant to support their work in tackling underachievement by disadvantaged pupils. The pupil premium allocation is received for each child who has been registered for free school meals within the last six years, for each child who has been in continuously looked after care for six months and for each service child within the past four years.

Schools, head teachers and teachers will decide how to use the pupil premium allocation, as they are best placed to assess what additional provision should be made for individual pupils. It is for schools to decide how the pupil premium, allocated to schools per free school meals (FSM) pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. (DFE website)

Rational for spending:

During 2016-17, we will endeavour to use the pupil premium funding to improve provision for as many pupils as possible.

From September 2016 – 31 August 2017, our Pupil Premium funding will be **£364,880** and our Year 7 Catch Up Premium is estimated to be **£25,500** giving an estimated total of **£390,380**

Principles

- We are committed to ‘narrowing the gap’ between any specific cohort or group of pupils and national results.
- We will ensure that teaching and learning opportunities meet the needs of all of our pupils.
- We will ensure that appropriate provision will be made for pupils who belong to vulnerable groups; this will include ensuring that the needs of pupils are adequately addressed.
- We reserve the right to allocate the Pupil Premium Grant to support any pupil or group of pupils we have legitimately identified as being disadvantaged.
- Funds will be allocated following an analysis which identifies priority groups or individuals.
- Not all eligible pupils will be in receipt of Pupil Premium interventions at one time.

The following criteria will be used to judge the impact of Pupil Premium expenditure on pupil outcomes:

% Attendance

% Persistent Absence

% Fixed Term Exclusions

Achievement

Levels of progress in English and mathematics

Progress 8 score

Attainment

A*-C including English and mathematics

Average Points Score – English and mathematics

For each measure we will compare Pupil Premium pupils against other pupils of the same age nationally.

We remain fully committed to regularly reviewing our actions and their impact. We will add or remove initiatives to ensure continued success and raised aspiration to limit social exclusion.

The following are some of the interventions which will take place in 2016 - 17

Attendance Interventions

It is vitally important that all our students have high levels of attendance. Our attendance officer will support pupil premium students whose attendance is a concern. Strategies will include:

- Meetings with parents and personalised support plans established
- On-going tracking and targeted support
- Funding of transport where appropriate
- Contributing to funding to reduce other barriers to attendance e.g. uniform, appropriate footwear etc.

Behaviour Interventions

A broad range of strategies will be used to support students who display challenging behaviour in either curricular or extra-curricular time. These include:

- Pastoral support through tutor, Head of Year and Deputy Head of Year
- Meetings with parents
- Behaviour mentoring
- Social skills development
- Anger management development
- Sky Sports for Living

Reading Interventions, delivered by Teaching Assistants will include:

- **Toe by Toe** – A highly structured Multi-Sensory reading manual aimed at pupils that require one-on-one tuition.
- **10 week programme** – A structured 10 week literacy program that focuses on developing reading, writing and comprehension skills. The program is aimed at pupils that are able to work in small groups.
- **Lexia** - Reading software is a research evidenced phonics-based reading programme, aimed at pupils that are able to work independently. The software will then provide additional tasks that staff will use to support the individual.
- **Accelerated Reader** - encourages substantial differentiated reading practice to create strong readers, all pupils in years 7, 8 and 9 access this resource.
- **Ruth Miskin** – Is a literacy program rooted in synthetic phonics and is deployed as part of the Transition Class Literacy curriculum.
- **Units of Sound** – A progressive learning to read programme, aimed at students with a standard score reading age below 85

English and Mathematics Interventions included:

- **Learning Mentors** in Years 7 – 11 working with targeted students to give in-class, small group and one-to-one support
- **Learning Mentors** in Years 7 – 11 delivering targeted intervention to individuals or small groups withdrawn from their timetabled lesson for a short period of time
- **Learning Mentors** in Years 7 – 11 delivering target intervention to ‘stuck’ students weekly, over a half term
- **Tutorial Time Support** was provided by the Heads of English, mathematics, science, history, geography and languages, supported by Learning Mentors. Work was done to further develop students’ understanding of key concepts and to ensure students were well prepared for the external examinations ahead
- **Booster sessions prior to GCSE examinations** were provided during lunchtimes, afterschool and during half term and Easter holidays
- **Provision of workbooks and revision guides** to support students with their studies in KS4
- **Additional staffing** used to reduce group sizes in Year 11

Year 7/8 Transition Group Teaching Assistants

Specialist staff will be used to give personalised support to these groups of students with a high level of need. The groups will be identified following consultation with primary staff and parents and reference to extensive data. Additional resources will be used along with specific intervention programmes such as Toe by Toe and Plus 2 multiplication.

Individual Mentoring

Individual and small group mentoring will be in place to support students through difficult periods. This intervention will be utilised to support Pupil Premium and other students across the Academy who are at risk of exclusion or displaying disruptive behaviours which are affecting progress and achievement.

Alternative Provision

To meet the needs of the students who are finding the pressures of a mainstream secondary school difficult, we will use an alternative provision which allows targeted students to access learning via another route in order for them to reach their full potential and gain GCSE qualifications.

EAL Support

The number of students with limited English language ability has increased across all year groups. Pupil Premium funding will support the staffing costs associated with small group withdrawal and ensure a personalised provision is in place to meet the needs of this group of students. The aim of this intervention is to increase the ability of these students to successfully access the core curriculum. Staff time will also be used to support curriculum areas in adapting resources for EAL students.

Devolved Resources

A percentage of Pupil Premium funding will be devolved to departments. This will allow each department to directly target interventions to specific groups of Pupil Premium students. Cohorts will be identified through Area Self Evaluation and actions implemented through Area Improvement Planning.

Leadership Time

A Deputy Principal and Director of Achievement will lead and develop the overall strategy to 'close the gap' between Pupil Premium and non-Pupil Premium students nationally. These staff will

- track progress
- co-ordinate a broad range of interventions
- evaluate the impact of the funding
- ensure good value for money

Senior leadership time will also be used to provide one-to-one support interviews and follow-up mentoring where appropriate for Year 11 students in the period leading up to key examinations

Pupil Premium 2016-17 Allocation

PUPIL PREMIUM INCOME

Calculation :

Total no. of students on roll (Y7 – 11)	1229
% students on roll eligible for the pupil premium	29.2%
No. of students eligible for the pupil premium	395
359 students x £935 grant	£364,880
Year 7 Catch Up Premium (63 students x £500)	£25,500
TOTAL FUNDING	<u>£390,380</u>

PUPIL PREMIUM EXPENDITURE	Cost	Approximate % of expenditure	Notes
Reading interventions	3, 090	1%	Continued support of programmes which have proved to be very successful in the past few years. Students on these programmes have on average made more progress in reading and spelling than those without access to these programmes.
Independent study support	3, 481	1%	SAM Learning supports students in home study throughout their KS4 courses.
Learning Mentors	101, 428	26%	Assigned to specific year groups to ensure that appropriate and extensive support is given to students in all years. Small group teaching is provided during tutorial times and some lesson times to give the intensive support necessary for some students to grow in confidence and to make progress. Where necessary one-to-one support is provided for a set period of time to enable identified students to catch up on their peers.
Attendance Officer	16, 485	4%	Our Attendance Officer aims to work proactively to break down the barriers resulting in poor attendance and lateness for some students. Extensive one-to-one support is given to identified students and their parents, often requiring home visits to break down initial barriers.
Transition group teachers and TA	77, 216	20%	Year 7 and Year 8 transition groups have been established to support potentially vulnerable students in their transition from KS2 to KS3. Some are students who have been identified as struggling to cope socially with the demands of the KS3 environment and others who were academically significantly below their peers at the end of KS2. These students are taught in smaller groups and have a small core team delivering their core curriculum to them. Timetabling does enable these groupings to be fluid and the success of this strategy is proven as students move out of this group during the year.
Individual mentoring	17, 738	5%	One-to-one mentoring is provided to students to support them through particularly difficult periods of time. The aim is always to support them in breaking down their barriers to learning and to provide them with strategies to enable them to be more successful in their studies
Department devolved spending	16, 673	4%	Additional interventions are provided by curriculum areas as appropriate. Many also support students, particularly those in KS4 with study support and additional revision materials.
EAL support	20, 232	5%	With an increasing number of students attending the Academy with English as an additional language, EAL support is fundamental in enabling these potentially vulnerable students to access the curriculum and fit into the Academy socially.
One-to-one leadership interviews	11, 156	3%	Research has shown that one-to-one interviews with underperforming students have a significant impact on their performance and progress. Research also shows that these have the most impact when carried out by members of the senior leadership team.
Leadership time	100, 402	26%	We are committed to doing everything possible to improve the life chances of Stanground Academy students. To do this we need to constantly monitor the performance of our students to enable interventions to be used in the most effective manner. We also need to regularly evaluate the success of our strategies

			and adapt or replace whenever they are not meeting students' needs.
Alternative provision	858	0.2%	On a few occasions there are some students whose personal circumstances are such, that to continue their studies full time in a large secondary school is not appropriate. These occasions are rare, but when faced, alternative provision is sometimes the most productive way forwards for the student.
Additional English support	11, 346	3%	Success in English language is key to progress in all other subjects. We recognise this and the difficulties some young people have with grasping literacy skills and so have reduced class sizes in English wherever possible.
Holiday intervention	3, 128	1%	To support Stanground Academy students in their preparation for external examinations, an extensive intervention programme is offered during half term and Easter holidays. These programmes have expanded considerably over recent years as a result of very positive feedback from both students and parents.
Trip payments	7, 147	2%	Research has shown that participation in extra-curricular activities has a positive impact on progress in curricular subjects. We aim to enable all students to have a rich and varied menu of activities available to them throughout their time in the Academy.
TOTAL SPEND	390, 380		