

Rational for spending:

We endeavoured in 2015 - 16, to use the pupil premium funding to improve provision for as many pupils as possible.

From September 2015 – 31 August 2016, our Pupil Premium funding was **£348,043** and our Year 7 Catch Up Premium **£25,500** giving a total of **£373,543**

Principles

- We were committed to ‘narrowing the gap’ between all pupils and any specific cohort or group of pupils.
- We ensured that teaching and learning opportunities met the needs of all of our pupils.
- We ensured that appropriate provision was made for pupils who belonged to vulnerable groups; this included ensuring that the needs of pupils were adequately addressed.
- We reserved the right to allocate the Pupil Premium Grant to support any pupil or group of pupils we had legitimately identified as being disadvantaged.
- Funds were allocated following an analysis which identified priority groups or individuals.
- Not all eligible pupils were in receipt of Pupil Premium interventions at one time.

The following criteria were 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

Value-added score – best 8 GCSEs including equivalents

Attainment

A*-C including English and mathematics

Average Points Score – English and mathematics

Average Points Score - best eight GCSEs including equivalents

For each measure we compared Pupil Premium pupils against other pupils in the Academy.

We will also compare the achievement of our Year 11 Pupil Premium against all pupils 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 took place in 2015 - 16

Attendance Interventions

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

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

Behaviour Interventions

A broad range of strategies were 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 included:

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

Individual Mentoring

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

Alternative Provision

To meet the needs of the students who were finding the pressures of a mainstream secondary school difficult, we used an alternative provision which allowed 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 supported the staffing costs associated with small group withdrawal and ensured a personalised provision was in place to meet the needs of this group of students. The aim of this intervention was to increase the ability of these students to successfully access the core curriculum. Staff time was also used to support curriculum areas in adapting resources for EAL students.

Devolved Resources

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

Leadership Time

An Assistant Principal and Director of Achievement led and developed the overall strategy to 'close the gap' between Pupil Premium and non-Pupil Premium students. 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 was also 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 2015-16 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	359
359 students x £935 grant	£335,665
Year 7 Catch Up Premium (63 students x £500)	£31,500
TOTAL FUNDING	£367,165

PUPIL PREMIUM EXPENDITURE	Cost	% of expenditure
Reading interventions	4, 014	1%
	113, 448	31%

Learning Mentors		
Attendance Officer	13, 698	4%
Transition group teachers and TA	74, 986	20%
Individual mentoring	28, 194	8%
Department devolved spending	16, 673	5%
EAL support	18, 738	5%
Leadership time	82, 943	23%
Alternative provision	7, 450	2%
Easter intervention	2, 984	1%
Trip payments	4, 038	1%
TOTAL SPEND	367, 165	

Impact of Pupil Premium spending on outcomes – July 2016

The following table shows the performance of pupil premium students compared to non-pupil premium students in key measures at the end of KS4.

	PP	Non PP	2015 - 2016 gap	2014 - 2015 gap	Comments
KS2 average points score	25.44	27.39	1.95	0.33	The difference in starting points for our PP and Non-PP students was far greater in 2015 - 16 than 2014 – 15. This has impacted on some of our results.
Students with at least 1 qualification	100%	100%	0%	4%	A combination of many of our interventions ensures that all students leave with at least one qualification.
Average entries per student	9.85	9.98	0.13		Extensive work is done to ensure that PP students have equality of curriculum options compared with non-PP. This broad provision then also gives PP students access to a more extensive range of pathways at P16
Progress 8	-0.36	-0.05	0.31	NA	Although PP P8 sits below that for Non-PP, our PP P8 measure is still significantly above the national baseline set of – 0.5
Students entered for E-BACC	49%	65%	16%	17%	Wherever appropriate students follow a curriculum to

					enable them to achieve the E-Bacc. With the average KS2 points score for PP being 1.95 below that for non-PP, we would expect there to be fewer PP students studying the E-Bacc.
Students making 3+ LOP in English	63%	79%	16%	11%	Intervention was provided for PP students through Learning Mentors, tutor time, afterschool sessions, half-term and Easter holiday sessions. This is an area we would like to improve upon further.
Students making 3+ LOP in maths	47%	75%	28%	18%	Intervention was provided for PP students through Learning Mentors, tutor time, afterschool sessions, half-term and Easter holiday sessions. This is an area we are committed to improving further.
Capped 8 +EM VA score	995.54	1009.09	-14	-35	The provision of a broad curriculum which is relevant and motivational for our students has resulted in this gap reducing.
Maths and English A* - C	38%	68%	30%	7%	The growth in gap is accounted for by the significant difference in starting points of the two cohorts.

Impact of Year 7 Catch Up funding on outcomes – July 2016

The following table shows the average levels of progress made by Year 7 students in literacy and numeracy from September 2015 – July 2016.

	Target group <i>(Intervention funded through Catch Up)</i>	All students
Literacy	1.8	1.3
Numeracy	1.7	1.6