



CENTRAL ACADEMY PUPIL PREMIUM 2015-16

Pupil Premium - Impact

Pupil premium outcomes at the Academy have shown rapid improvement over the past 3 years. Attainment of students eligible for pupil premium funding (PP) increased from 19% 5A*-C including English and maths in 2014, to 30% in 2015 and to 42.2% in 2016. Gaps in progress are narrowing in Maths. There was a significant improvement in the number of disadvantaged students who made at least expected progress in English in 2016 (from 65% to 77%), with a 6% gap compared to their non-disadvantaged peers.

The proportion of students known to be eligible for the pupil premium is above the national average, standing at 45% of the whole cohort (2016/17).

The Section 5 Inspection report in March 2015 stated that *'pupil premium funding is used effectively and the gaps in attainment between disadvantaged students and others are closing as a result. It also recognised that sponsors.....provide to leaders expertise and clarity about disadvantaged students. The gap between such students currently in the school and their peers is narrowing.* In reference to the School Improvement Board and Local Governing Body, the report states that *they ask searching question and expect reasoned responses, including about pupil premium and Year 7 catch up funding.* With regard to achievement of pupils, the inspectors noted: *Following the implementation of recommendations of an externally commissioned review into the performance of disadvantaged students, the Academy's data shows gaps between disadvantaged students and their peers are closing and that the progress of disadvantaged student is accelerating.....not least in part to the support given to such pupils, particularly in helping to raise their levels of attendance.'*

Central Academy Pupil Premium Improvement Plan is designed to enable the Academy to meet the targets agreed by Governors for the Academic year 2016-17.

Total funding allocation for 2016-17 and how it is being targeted

Estimated Pupil Premium funding allocation for 2016-2017 is £237,155.

Pupil Premium provision has been thoroughly reviewed and a resulting action plan is in use to drive development and impact:

- A Pupil Premium 'champion' has been appointed from within the SLT to drive the Pupil Premium action plan, improve attendance, raise achievement and close the performance gap for disadvantaged students.
- Additional capacity in English and maths teams has been created so that PP students can experience smaller class sizes and bespoke intervention opportunities.
- Nurture group continues in Y7 (additional class) which supports transition (majority of students are PP)
- The Attendance Team has introduced strategies that are delivering improved attendance for Pupil Premium students.
- Provision has been created to support inclusion and improve behaviour for PP students, with the aim of reducing FTE.
- Literacy and numeracy intervention has been focussed on PP students, particularly in Year 7 to improve reading, writing and numeracy ages.
- Funding has been allocated to allow Pupil Premium students at least the same curricular, extra-curricular and raising aspiration opportunities as their more advantaged peers.
- PP students are prioritised in receiving intervention and alternative provision.



Expected impact of 2016-17 funding: specific targets relating to closing of progress and attainment gaps

Expected impact of 2016/17 funding is to:

- Further improve attendance and reduce persistent absence of PP students
- Eliminate the gap in literacy and numeracy levels between PP and non PP students
- Raise absolute attainment of PP students in Summer 2017 to 50% gaining 5+A*-C/9-5EM and 64% gaining 5+A*-C/9-4EM (2016 outcome = 42.2%).
- Maintain the proportion of PP students who make expected progress (3L+) in English and improve the proportion in mathematics to 65%. (2016 = 75% and 44% respectively)
- Maintain the proportion of PP students who make better than expected progress (4L+) in English and Mathematics (2016 outcome = 52.3% and 22.7% respectively).
- Increased support and intervention for disadvantaged higher ability students, to ensure that they make more than expected focus.

Pupil Premium Impact Statement

In the 2015/16 financial year, schools received the following funding for each child registered as eligible for free school meals at any point in the last six years; £935 for secondary-aged student.

Schools also receive £1,900 for each student who:

- has been looked after for one day or more
- has been adopted from care
- has left care under a special guardianship order
- a residence order
- a child arrangement order
- £300 for children recorded as an Ever 5 Service Child.

Income:

Academic Year	No. of students	Amount per student	Total Funding
2014/15	260	£935	£203,700
2015/16	263	£935	£253,182
2016/17	253	£935	£237,155 (est)

Numbers of students receiving funding (2015/16):

	FSM6	NOR	%
Year 7	59	119	50
Year 8	64	129	50
Year 9	53	99	54
Year 10	44	122	36
Year 11	46	127	36
Whole School	266	596	45



Use of Pupil Premium Funding (2015/16)

Activity	Intended Impact	Evidence
Leadership responsibility for PP is secured, with Heads of Learning supporting interventions	The profile of PP students is raised across the Academy and championed by the Heads of Learning	All teachers know who PP students are in their class and ensure targeted support is given
Literacy and numeracy intervention in KS3	PP students are prioritised for intervention to improve reading and spelling ages	PP students making expected progress in line/above non-PP students in Y7
Additional teaching groups created in Maths and English	More focused teaching for PP students where under-achievement is evident	PP students achieving in line with non PP in many Y11 classes (English A*-C: 64%; Maths: 49%)
Y11 Intervention in English and Maths	PP students to make at least expected progress in English and Maths	75.6% PP students made EP in English; 44% in Maths
1:1 Tuition	Students with low levels of attainment and progress to be targeted	Increased levels of progress evident for SEN/PP students
TA support in lessons	PP students who are not making progress to be supported	Increased levels of progress evident in KS3
Supporting students' emotional and social well being	PP students supported by pastoral staff	Fewer referrals of PP students to outside agencies due to early intervention in the Academy
Further improving attendance and reducing PA	Focused support for PP students at risk of PA from attendance team and Heads of Learning	Attendance improved from 86.6% (2013/14) to 89.8% (2014/15) to 92.6% (2015/16) for PP students
Raise Aspirations	Visits to HE institutions organised for Y9 and 10 students	Well attended by PP students; positive feedback
Support students to access all aspects of the curriculum	PP students (Y11) are provided with revision manuals from core departments	Good attendance from PP students recorded at Y11 revision classes and PP students achieved In line with national averages in English, and PP students out-performed non PP in core/additional science, Physics and Chemistry
Ensure access to enrichment opportunities	PP students take part in enrichment activities and given financial support, as required	All students who wish to take part in activities have been able to do so
Effective transition from Y6	Additional transition days accessed by PP students	Good attendance at additional transition day



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Alternative provision	PP students are prioritized to access AP as appropriate	AP/tuition offered to two year 11 students, both of whom achieved a 'C' grade in English.
Capitation	Departments bid for money to support PP students	PP students have access to resources, as required
Uniform	PP students apply for PE kit, school uniform, as required	All students fully equipped

Total spend: £253,000