



Pupil Premium – Impact (2015-16)

Pupil premium outcomes at the Academy have shown rapid improvement over the past three 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 questions 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 students is accelerating.....not least in part to the support given to such pupils, particularly in helping to raise their levels of attendance.'*

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 | 289 | £935 | £269,000 |
| 2015/16 | 257 | £935 | £239,000 |
| 2016/17 | 253 | £935 | £237,000 |

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%) |



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| 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 |
| 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

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 £237,000.

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.

Reviewed by Govs on 18.10.16

Next Review Date is 16.03.17