

## Pupil Premium budget 2017-18 – Review

### Disadvantaged student funding

**Total funding available - £123,888 + £12,910 (roll-over) = £136,728**

**Number of students: 141 (17% of Y7 to Y11)**

**Key aims and objectives** - To close the disadvantaged attainment gap by providing additional targeted resources for those students who are in low-income families.

**Success criteria** - Targeted additional support strategies resulting in every student, however financially disadvantaged, being able to:

- Improve their levels of attainment and progress
- Have access to a curriculum that maximises their individual potential
- Access our broad extra-curricular provision

As an Academy we will strive to close attainment gaps relative to national averages. Our review is RAG rated. Red denotes an element of the strategy that has been less successful and will not be carried forward. Amber denotes an element of the strategy that has been successful, but we believe some adaptation to it could see even more benefit. Green denotes an element of the strategy that we believe is functioning well with high impact, although improvements and refinements are always being looked at.

Focus	Rationale and Strategy	Our evidence to support expenditure (including analysis from the Education Endowment Fund).	How will impact be measured?	Description and Cost	End of year review
Teaching, Learning and Assessment					
Librarian/ Learning Resource Coordinator	The role of the Librarian/Learning Resource Coordinator is fundamental in ensuring students are able to engage in a range of additional schemes and activities to support their Literacy, the role also provides support for the teaching and delivery of literacy classes.	Reading comprehension strategies are shown to give an average of 5 months additional progress. The librarian will oversee the operation of the Accelerated Reader (AR) programme, imperative for our reading intervention strategy.	An improvement in reading ages, relative to chronological age, over time.	% of salary £14448	<p>The gap in those below chronological reading age that are disadvantaged and those who are not has reduced by 8% from 11% to 3%.</p> <p>A specific intervention group was selected based on AR analysis of those who were requiring significant intervention with reading. 30% of these students were disadvantaged pupils.</p> <p>The non-disadvantaged pupils progressed by an average of 6 months 13 days in their reading age between March and July (showing accelerated progress).</p> <p>Disadvantaged pupils progressed by an average of 6 months 18 days in their reading age.</p>

Maths Intervention	TA targeted at supporting in Maths. TA small group work with students who have taken the SEND pathway at GCSE.	Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, our TAs are being trained to provide individual and small group support within and out of the classroom setting.	Data analysis of progress at the end of the year for those students who have worked with the TA.	% of salary £11814	74% of all students who took part in this intervention made progress in Maths over the year at an average of 0.5 grades. Of those who are disadvantaged, 100% made progress at an average of 1 grade (representing a positive gap of 0.5 grades).
Reading Intervention	Small group tutoring dedicated teaching staff to raise reading ages for those identified by the Accelerated Reader initiative and by class teachers as needing it.  TA small group work for those in Y9 MFL lesson time that benefit more from literacy intervention.  TA small group work with students who have taken the SEND pathway at GCSE.	Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups. This intervention involves small group work with those that most need it both in and out of the classroom setting.	Data analysis of progress in reading age at the end of the year for those students who have worked with the TA.	% of salary £11814	71% of all students who took part in this intervention made progress in English over the year at an average of 1.1 grade. Of those who are disadvantaged, 82% made progress at an average of 1.2 grades (representing a positive gap of 0.1 grades).
Accelerated Reader	A whole-group reading management and monitoring programme that aims to foster the habit of independent reading.	It has been marked by EEF as a 'promising project' with potential for additional progress of 3 months in reading age after 22 weeks. This included positive impact for FSM-eligible students.	An improvement in reading ages, relative to chronological age, over time.	% of cost £1996	AR has a much higher profile amongst staff and students than it did last academic year as a result of weekly tutor leader boards shared on notice boards and in assembly.  The gap in those below chronological reading age that are disadvantaged and those who are not has reduced by 8% from 11%

					to 3%. Overall reading age relative to chronological age now needs to improve to verify the longer term success of this strategy.
Tutors resources fund	Resource fund made available to Y11 tutors to provide all students who may otherwise not have them, access to a variety of revision materials.	Resources are required in support of other key initiatives.	Progress data for Y11.	£2500	Tutors, Phase Leaders and Subject Leaders have accessed this resource to varying extents. All were aware of the availability for disadvantaged pupils but there is a lack of detail regarding provision for specific pupils. This will now be overseen by the Pupil Premium Champion for each year group and the strategy rolled out to all of Y7 to Y11 tutors. Average Attainment 8 scores have increased by 2.99 and Progress 8 by 0.24 for the disadvantaged. This is in comparison to an increase for all pupils of 0.01 and 0.31 respectively.
Removing parent and student barriers to education					
Student travel to support attendance	To assist students/Parents with the costs associated with attending after school/weekend revision activities and to encourage/promote general school attendance.	The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers.	100% participation by those students identified by staff as needing additional revision sessions/travel to attend school.	Transport £1300	Resources were spent on ensuring disadvantaged pupils were able to access educational opportunities and attend. This service included taxis and providing space on the school minibus to ensure travel was not a barrier to attendance.
Lap-top loan scheme	IT is a vital resource for students. A number of families are unable to provide the most up to date technology. A loan scheme that enables those who need it to borrow equipment will enable all students to	This strategy was piloted two years ago and proved to be of significant benefit to students to enable them to complete home learning tasks, course work and online revision. EEF - Evidence suggests that technology should be used to supplement other teaching, rather than replace more traditional approaches. It is	Students will be able to access relevant websites/resources and will be able to complete quality independent work.	Laptop logistics/ internet provision £4000	All pupils who came forward as needing this were able to access ICT resources as a result of this strategy. Parental and staff awareness of availability has been increased and uptake is on the rise as a result. Our Pupil Premium Champions will play a key part in this and are now working towards an individualised understanding of each pupil and their barriers to learning. It is intended that uptake may increase as a result.

	complete their homework/revision.	unlikely that particular technologies bring about changes in learning directly, but by enabling all of our students to access different technology will enable them to participate more fully in their independent learning.			
Mentoring programme	Each Y10 and Y11 student will be assigned a mentor who will meet with them at least termly to provide support and advice as identified.	We are investing heavily in this programme as we believe knowing each student as an individual as well as their family circumstances enables us to provide the most useful support and target resources efficiently.  EEF - There is evidence that pupils from disadvantaged backgrounds can benefit by up to about two months' additional progress.	Student surveys indicate that students are happy and feel fully supported.	Staff hours  £4000	Tutor Groups have been kept small to ensure that tutors are able to support pupils with progress and set targets for them to improve. A focus was placed on the disadvantaged. The impact was variable between year groups and tutor groups and this initiative will now be targeted via the Pupil Premium Champions who will track mentoring carefully and liaise with a wide range of staff to ensure it is regular and has impact. Mentoring was also given for one to one HPA PP students in Y11 as this was identified as a key target area from outcomes for the previous academic year. Record keeping of these meetings, needs improvement but the gap in KS4 outcomes between the disadvantaged and those that not has reduced.
Support for extra-curricular activities/enrichment	Allocation given to ensure students do not miss out on enrichment activities as a result of home financial circumstances.	In line with our strategic aims, students should all be able to access and benefit from extra-curricular activities.	Participation rates in extra-curricular activities.	£1000	Resources are used by parents to fund contributions to extra-curricular activities including music lessons, sports trips and other educational and non-educational trips. Disadvantaged pupils are not disadvantaged in their access to extra-curricular and enriching activities.
General support fund	Funding allocated for the purchase of revision guides and other related materials required so that home financial circumstances do not impede access to them.	Revision guides will enable students to have access to the basic knowledge required for examinations. This will also ensure that absence does not mean that key knowledge required is inaccessible for exams.	All disadvantaged students have the opportunity to purchase revision guides, irrespective of home financial circumstances.	£6500	The general support fund provides uniform for those who cannot afford it, provides revision materials, access to online platforms, such as SAM Learning (a small percentage of the cost) and provides the means by which our alternative provision pupils are able to access education and enriching activities to promote general engagement in learning.

Accessing enrichment opportunities					
Military intervention work	Military Mentoring programme	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress.	Students are able to positively engage with the ethos of the whole school. An attendance figure of 95.5% achieved leads to greater engagement and success in a range of additional qualifications.	Resources £600	This programme was not as successful as previous years, due to staff availability and will not form part of the plan for next year. Some participation took place, but the scheme was left incomplete, and therefore difficult to measure for impact.
Outward Bound Trust – 5 day residential activity	Every child should have the opportunity to take part in a residential activity, to increase their confidence and give them an experience that will develop their character, by providing funding to support such activity means all students are able to access these opportunities	See above.	All students identified are able to take part in this activity	Student participation and travel costs £8000	Students were able to participate in this life changing opportunity that has developed their character. This was evidenced by a selection of student presenting in assemblies, which clearly demonstrated how much they had learned and developed as a result of this trip.
Staff training and development					
Participation in Local authority network and consultation visits with LA advisor	Sharing ideas, resources and best practise with similar schools from across the authority as well as taking advice from experienced advisors will ensure we are providing the best possible opportunities for our students.		Achievement of local and national standards	Staff hours £600	Support and training has contributed to a small reduction in the attainment and progress gap between the disadvantaged and non-disadvantaged.  Unplanned spending of £600 was incurred for staff cover to ensure relevant staff could attend key meetings and training opportunities.

Teaching staff assessment training	Whole school assessment overhaul to ensure formative assessment against pre-agreed learning goals are timely and interventions follow within lessons. This will allow for learning gaps to be filled in a timely manner.		Improvement in progress over time.	No cost	This was embedded with year 11 and SLT held fortnightly review meetings with teaching staff in all EBacc subject areas to ensure completion and impact. EBacc was selected as it was an area for development in final outcomes for the previous academic year. Progress in the EBacc measure significantly improved for the disadvantaged by +0.41.
Leadership and Management					
Lead Co-ordinator	Member of SLT (Senior Deputy Head) with overall responsibility, to coordinate, and manage expenditure. To ensure all disadvantaged students and their families are fully supported, and that the students are able to make at least expected academic progress, as well as have full access to extra-curricular opportunities.			% of salary £17841	Staff are all aware of the need to provide extra support to disadvantaged students. Overall average Attainment 8 increased by 2.99 and Progress 8 by 0.24. The amount of this spend will be reduced for next year to account for leadership provision through the Pupil Premium Champions and the work now already embedded to improve staff awareness and ability to support disadvantaged pupils. There is no doubt that the spotlight on the disadvantaged has been increased.
Phase Leaders – Social and emotional intervention leads	A major focus for the progress leaders is proactive work with our disadvantaged learners; including classroom visits to monitor the progress of students as well as monitoring and	On average, social and emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around 3 to 4 months additional progress).	Students will be better supported, enabling them to focus on their learning, this support will ensure improved outcomes in terms of progress and	% of salaries £11725	Phase Leaders have supported our proactive work with disadvantaged students and visited a range of lessons in the support of progress tracking. The Lead Co-ordinator and Pupil Premium Champion for each year group will continue to collaborate directly with them to support further in the identification of disadvantaged students who are under-performing academically and setting interventions to support them.

	tracking progress, attainment and attendance, and where necessary support through social and emotional learning.		attainment in all year groups.		
Student Managers	Student Managers are in place for each Key Stage with the main role of supporting those students who require additional pastoral support. They are also intricate to supporting the Academy, students and their families with attendance concerns.	Improving attendance for disadvantaged students when it is not good is integral to their academic progress.	Attendance and progress data of disadvantaged students.	% of salaries £26913	Attendance data suggests that this strategy has been partially successful. Students have undoubtedly been supported but this has not always directly led to improvements in attendance. Awareness of attendance concerns has been significantly increased, as well as strength of policy for supporting those who exhibit a low attendance. Next year, a specific attendance fund will be made available and coordinated by the Attendance Officer, in collaboration with the Student Managers. Creative strategies will be researched and encouraged to ensure disadvantaged pupils show an increase in overall attendance.

<p>Fund to support new initiatives as needs arise –</p> <p>1. Pupil Premium Champion Recruitment</p> <p>2. Bridge expenditure</p> <p>3. The Nurture Group</p>	<p>Pupil Premium Champions for each year group will ensure budget expenditure is utilised more swiftly when need arises. Closer links with parents of disadvantaged pupils will ensure they are better supported and have their tailored needs met.</p> <p>The Bridge provides alternative provision for those pupils most at risk of being excluded from mainstream education. Their individual needs can be better met through small groups tuition with specialist staff.</p> <p>The Nurture Group provides a bespoke curriculum in a small group setting for those students who need extra tailored support and guidance across the curriculum by one fixed member of staff.</p>	<p>The EEF highlights evidence for a range of interventions incorporated into the delivery of the nurture group such as small group tuition, reading comprehension strategies, oral language interventions and social and emotional learning. All of these show moderate impact for low cost.</p>	<p>These new initiatives are measured for impact through progress and attendance data for those students involved.</p>	<p>£1000 for Pupil Premium Champions</p> <p>£5600 for the Bridge</p> <p>£5077 for staff hours for the Nurture Group</p>	<p>Three new initiatives/needs have arisen over the academic year that benefit from Pupil Premium funding as shown in the first column.</p> <p>Pupil Premium Champions have been appointed and are working closely with their allocated year group to identify specific barriers to learning and ensure the strategy is fully utilised to pupil benefit. The impact of this will be measured in more detail over time as the strategy progresses. Appointment was delayed until September 2018 so the full amount was not spent. Costs were however incurred in the interview process and for training and development prior to the end of the academic year.</p> <p>The Bridge has been able to finance staff hours and resources in order to provide an alternative provision to some of our most vulnerable disadvantaged pupils that may otherwise be disengaged or missing out education altogether. This expenditure will also form a part of the strategy for the new academic year.</p> <p>The Nurture Group only started at the beginning of this academic year for both Y7 and Y8. Funding has been used to resource and staff the groups for pupils, a significant proportion of which are identified as disadvantaged. Attendance has been very good and progress has been mixed. Engagement in learning has been positive and the small group setting ensures these students have the extra attention they need that would not be possible in a larger class setting.</p>
				<p>Total spend £136,728</p>	