



Pupil Premium – Impact (2016-17)

Pupil premium outcomes at the Academy have shown improvement and consolidation over the past four years. The overall progress of students eligible for pupil premium funding (PP) has moved from -1.13 in 2015, to -0.2 in 2016 and is predicted to be between -0.32 and -0.19 for 2017. Gaps in English for 9-4 (5%) and 9-5 (7%) are good and in maths are 17% for 9-4 and 19% for 9-5. Internal predicted gaps for the progress pots are overall (0.29), English (0.28), Mathematics (0.42), EBacc (0.08) and for the open pot (0.52)

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 April 2017 recognised that ‘The progress of disadvantaged pupils is improving over time. Additional funding is used increasingly well to help them catch up with their peers’ and ‘The achievement of disadvantaged pupils, including the most able disadvantaged, is improving over time. Differences between their progress and others nationally are diminishing quickly. Additional funding is used well to purchase extra resources and revision materials, and to provide small-group support, as well as targeted mentoring.’

Pupil Premium Impact Statement

In the 2017/17 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
2017/18	228	£935	£213,180

Numbers of students receiving funding (2016/17):

	FSM6	NOR	%
Year 7	50	123	41
Year 8	59	119	50
Year 9	64	129	50
Year 10	53	99	54
Year 11	44	122	36
Whole School	270	595	45

Use of Pupil Premium Funding (2016/17)

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 2017-18 and how it is being targeted

Estimated Pupil Premium funding allocation for 2016-2017 is £213,180.

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 Maths teams for Y7/8 has been created so that PP students can experience smaller class sizes and bespoke intervention opportunities.
- Nurture group continues in Y7 which supports transition .
- 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 2017-18 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 attainment of PP students in Summer 2018 end of year final assessments or public examinations.
- Maintain the proportion of PP students who make expected progress in English and improve the proportion in Mathematics.
- Maintain the proportion of PP students who make better than expected progress English and Mathematics.
- Increased support and intervention for disadvantaged higher ability students, to ensure that they make more than expected focus.

Key Priority	Actions
Quality of Teaching, Learning and Assessment. Academic interventions to support attainment and progress (especially literacy)	Heads of English, Maths and Science coordinate, track and devise strategies to support students with low prior attainment and those making less than expected progress. Additional staffing in year 7 subjects facilitate smaller class sizes including a nurture group.



<p>and numeracy) of targeted students</p>	<p>Funding available to purchase and provide revision materials for disadvantaged students in all subjects.</p> <p>Teachers in Foundation subjects provide PP students with low prior attainment and for those making less than expected progress explicit class level interventions.</p> <p>Literacy intervention within English lessons provides specialist support to accelerate reading of students with LPA (use of accelerated reader programme).</p>
<p>Quality of Teaching Learning and Assessment</p> <p>Strengthening the quality of personalisation in teaching, learning and assessment systems across school</p>	<p>Staff training and development to improve the quality of teaching, learning and assessment.</p> <p>Deployment of specialist Learning Support Assistants to support students with identified SEND needs.</p> <p>Key stage directors analyse data and tracking systems to monitor progress of students on pupil premium.</p> <p>Termly PP pupil pursuit by Heads of year.</p> <p>Learning walks focusing on PP student progress.</p> <p>Teachers mark PP student books first, to allow for the best feedback.</p>
<p>Personal Development, behaviour and wellbeing</p> <p>Providing pastoral support for social and emotional development to increase confidence and raise aspirations</p>	<p>APSC interventions coordinator provides bespoke intervention programmes for targeted groups of students to improve behaviour and social and emotional development.</p> <p>An SEMH worker provides additional one-to-one support for targeted students to improve social and emotional development.</p> <p>Strengthened pastoral system with a team of two non-teaching pastoral managers, Head of Year 7, Combined Head of Year 8 & 9 and 10 & 11 to ensure continuity in overseeing pastoral care, promoting good behaviour, attendance and wellbeing for students and liaising with parents to enable and promote positive engagement with school.</p> <p>Additional Key Stage 2-3 transition days during the summer term.</p>



	<p>Personal Development and Tutor time supports transition to post-16 education and to raise awareness of a range of careers and career pathways, establishing links and visits with different HE and FE institutions.</p> <p>Staffing and resources to provide enrichment opportunities aimed at developing self-esteem and broadening cultural experiences e.g. through the Duke of Edinburgh Award Scheme.</p>
<p>Personal development, behaviour and welfare</p> <p>Improving attendance and punctuality to school</p>	<p>Improved attendance and punctuality system. Attendance Officer and Pastoral Managers make first day absence calls, implement improving attendance action plans and liaise with parents to improve attendance and punctuality.</p> <p>Student reward system to promote good attendance and punctuality.</p> <p>Visual prompts for attendance. 'On the Bus' displays in social area and tutor rooms.</p> <p>Students at risk of PA attend the attendance focus group weekly meeting Fridays 2.40-3.00 run by the attendance officer.</p>
<p>Strengthening links with parents and the community</p>	<p>The pastoral team are working to strengthen partnerships with parents and the community encouraging greater parental involvement in supporting learning.</p>

Initial plan shared with Gobs on October 2017

Next Review Date is 1st September 2018