

Pupil Premium – Allocation, Spend & Impact 2019-2022

The Pupil Premium is funding which is allocated to schools based on the number of pupils who have ever been eligible for free school meals over the last six years, known as Ever 6FSM. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between students from disadvantaged backgrounds and their more affluent peers. The Pupil Premium amounts to £935 per eligible student.

The Pupil Premium also provides additional funding for the children of service personnel (SPP) and for children who have been Looked After continuously for more than six months (PPP).

At Central Academy we aim to narrow the gap in attainment and progress for disadvantaged students compared to non-disadvantaged peers across Key Stage 3, Key Stage 4 and Key Stage 5. We aim to provide a challenging, academic curriculum and provide support that allows all students to realise their aspirations and overcome barriers to success.

Pupil Premium Strategy/Self Evaluation – Central Academy 2019-2022

1. Summary Information													
Academic Years		2019-2021	Total PP budget	20/21				£235,152.50	Date of most recent PP review				1/12/20
Total number of pupils	934		Number and % age of pupils eligible for PP	62.1%	37.9%				Date for next internal review of this strategy				1/10/20
	KS3	KS4		KS3	KS4				Year 7 Catch Up Funding Allocation				£14,882
Number of PP eligible pupils	190	92	Budget split by key stage	£145,844.96	£89,307.53								
by key stage	32.2%	38.20%							Number of pupils with dual eligibility PP/catch-				
Allocation of PP funding	Ever 6	191	LAC	7					Service Children	0			
2. Current Achievement (2019 results) CAGS in 2020 so these are the most up to date exam results													

2019 Outcomes	PP	Non - PP	Pupils not eligible for PP National average	UL Target for PP students	Difference between 2018 & 2019
P8 Score	-0.99	-0.56	0.13	N/A	-0.31
A8 Score	29.13	41.78	50.1	N/A	-7.07
4+ Basics	25.53%	54.67%	71.50%	N/A	-20.47
5+ Basics	14.89%	29.33%	50.10%	N/A	0.89
5+ GCSE's including E&M	12.77%	24%		N/A	

3. PPM Attainment & Pastoral Measures - The three year trend including CAGS					
Measure	PP 17/18	PP 18/19	PP CAG 19/20	PP TAG 20/21	National stats for all pupils
P8	-0.68	-0.99	-0.21	0.31	0.13
English Bucket		6.45	8.9	8	
Maths Bucket		5.62	7.76	5.82	
Ebacc Bucket		8.19	12.15	9.03	
Open Bucket		8.87	12.77	10.31	
Male P8		-0.74	-0.57	0.17	
Female P8		-1.31	0.17	0.83	
SEN P8		-1.1	-1.55	-0.04	

EAL P8		-0.22	0	1.79	
A8	36.2	29.13	41.59	39.64%	50.1
4+ basics	46%	25.50%	54.76%	60.53%	71.50%
5+ basics	14%	14.89%	26.19%	27.19%	50.10%
7+basics		0%	4.76%	7.02%	

Pastoral Measures

Measure	PP 17/18	PP 18/19	PP CAG 19/20	National stats for all pupils
FTE % as a group	70.90%	70.70%	64.70%	10.13%
PEX	5 Students	3 students	3 students	0.20%
PA	19.80%	26%	41.80%	13.30%
Attendance	92.40%	92.40%	87.60%	94.80%

Academy Overview 2020/21

Students on roll	934
Number and Proportion of disadvantaged students	251
Pupil premium allocation this academic year	£235,152.50
Academic year or years covered by statement	2020/2021
Publish date	1/12/20

Review date	25/01/20
PP funding allocation total	£235,152.50

Disadvantaged student performance for last academic year in comparison to non-disadvantaged students

OUTCOMES	PP	Non PP	Difference
Progress 8	-0.21	0.1	0.29
Ebacc entry	26.2%	34.4%	8.2%
Attainment 8	41.59	48.02	6.43
Percentage of Grade 5+ in English and maths	26.19%	44.26%	18.07

Barriers to future attainment for students eligible for PP funding

1. Prior attainment in all year groups for PP students is below that of non – PP students resulting in them starting Central Academy behind their peers.
2. Literacy and numeracy levels of PP students are on average lower than their peers
3. SLs and Teaching staff are not all using data consistently to target and support the progress of PP students removing in class barriers to learning
4. Attendance on average is lower for PP students and rates of Persistent Absence higher amongst students in this group
5. PP students often have lower aspirations for their academic potential and future beyond school
6. Welfare issues impact on a significant number of the PP cohort in the form of mental health concerns of student / family member; Social Care involvement with the family; medical issues for student / family member; Safeguarding concerns
7. Financial deprivation in the family home of some PP students results in additional pressure on the students and impacts on both attendance and progress

8. Access to study areas and facilities especially IT based resources can be very limited for significant numbers of PP students
9. Parental Engagement at Parents Evenings is lower amongst the PP group than non-PP group
10. Lack of positive role models outside of school for some students in PP cohort

5. Planned Expenditure

Academic Year 20/21	£235,152.50
Quality Teaching for all	£136,571.50
Targetted support	£50,309
Other approaches	£48,272
Total Budget	£235,152.50

Teaching priorities for current academic year

Barrier	Action	Key Staff	Intended Outcome	Cost breakdown	Review RAG Impact
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1	Ensure staffing in core subjects is organised to benefit PP students with conscious setting and deployment of experienced teachers where underperformance is identified as having biggest impact on progress.	RSW LLO LBL	Progress gap between performance of PP / Non PP students narrows at each data collection point until performance of both cohorts has levelled out.	Extra teaching groups & intervention classes - £24,147	
1 / 3	Identify named teacher in core subjects to have focus on raising achievement of PP students in English / Maths / Science and to include the specific tracking of PP student assessment data and departmental actions on the back of each data drop. Assigned coordinator to tack and monitor PP progress	RSW LLO LBL DKS3 VP HOLs	Greater focus specifically on PP student performance with regular review and actions as directed by the data resulting in measurable progress across core subjects.	TLR contributions £8,010 Salary contribution £9,150 £5,120 £20,250	
1 / 3	Whole staff CPD training sessions with a PP focus to look at classroom delivery to engage PP reluctant learners; use of data in diagnostic way to have impact; tracking of PP student	CCA AMC SHO CSB	All staff have greater awareness of PP gap and their role in working to narrow it across the curriculum. Lessons are planned with needs of PP students as a driving factor	T&L Leads - £6,233 T&L Budget - £981	

3	progress; supporting PP students outside the classroom.		underpinned by a knowledge of the student data.	TF Mentoring - £4,150	
	PP student engagement and progress to be standing item on Department meeting agendas and Year Team meeting agendas.	SL / HOL / DKS	Continual review of department PP work, evolving through the year and sharing of best practice amongst colleagues. Bringing an awareness of PP students to forefront of Year Team discussions and interventions.	£1,847	
1 / 3	External support for SLs through UL Advisors or other experts in the field to deliver CPD and be a “critical friend” reviewing department action and strategies for tackling PP underachievement.	SL / ULA / External	Consistent UL led approach across departments to ensure all subjects are operating the best practice models of tackling PP underperformance resulting in Academy wide progress for PP students.	£1,670	
1 / 2	Review of Key Stage 4 curriculum to ensure a broad spectrum of subjects are offered which are accessible to all students; offer subjects which engage learners more reluctant to engage with “traditional” subjects; and place students on a Pathway which will ensure they are successful	DMA/SLT DKS 4 SLs	Students will embark on GCSE program of study which plays to their strengths and does not set them at a disadvantage when looking at Post 16 options or destinations.	Additional vocational courses Drama & T&T £9,200	
1 / 2	Review of Key Stage 3 curriculum to ensure students are given broad	DMA/SLT DKS 3	Student literacy and numeracy skills are embedded and developed	Drama added to the KS3 curriculum	

	spectrum of subjects which focus on underpinning literacy and numeracy through subject specific delivery	SLs	across the curriculum leading to greater proficiency and confidence.	£19,500	
3	PP data tracking set up to track year groups and sub-groups within each year.	DMA / DKS	Academy wide overview of performance resulting in faster identification of groups or individuals not progressing.	SMID cost - £1,260 PIXL £1,376	
1 / 2 / 3	Termly QA focus on PP cohort with learning walks, student trail, work scrutiny.	SLT/CCA / AMC/SLs	Senior Leaders have a clear overview of PP provision across the Academy and any pockets of ineffective practice can be quickly identified and steps taken to irradiate resulting in a consistent approach throughout.	£5,600	

2	<p>Adopt new Reading and Literacy strategies across the Academy to embed greater skill level, confidence and proficiency, ensuring that PP gap is a specific area of focus within each strategy with both actions and outcomes set out. To include specific TLR for key staff; purchase class sets of reading books; development of Accelerated Reader scheme.</p> <p>Interpreter services to support with Literacy.</p>	<p>ETH/SMA /AO'N DKS 3</p> <p>ETH</p>	<p>PP students develop greater confidence and proficiency in reading and reading ages increase in line with chronological age. Literacy skills improve and can be evidenced in student written work – also in SPAG marks now part of all UL and exam board assessments.</p> <p>Students & parents can communicate with school .</p>	<p>Librarian Salary - £4,861</p> <p>Reading Program - £3,400</p> <p>£851.50</p>	
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	Re-launch the Numeracy across the curriculum scheme to recognise the role of mathematical skills in different subject teaching	JRY	PP students are able to apply maths skills in other scenarios widening and boosting their use of numeracy skills.		
1 / 2	Greater use of KS2 teachers to narrow the gap upon entry to the Academy sharing their expertise with Year 7 teachers, pastoral team and SEN team	SDE /GMO	Students should receive specific support following transition across the curriculum in a more consistent way leading to faster progress	£8,965	

Targeted academic support for current academic year

Barrier	Action	Key Staff	Intended Outcome	Cost	Review RAG Impact
1 / 7 / 8 / 9	Targeted small group Lesson 7 intervention sessions for students in Years 10 and 11 weekly for core and fortnightly rotation for options. Focus to be on deeper knowledge recall and subject specific exam skills.	SLT / SLs / DKS 4	Improved levels of progress with students moving towards target grades in all subjects.	KS4 £8,651 KS3 £4,910	
1 / 2 / 8	1:1 or small group Maths intervention support for Years 10 and 11 targeting specific areas of identified weakness	LLO/TAs	Improved levels of progress with students moving towards target grade in Maths.	£2,750	
1 / 7 / 8 / 9	Holiday revision master class sessions for all students in year 11 with specific PP students targeted for attendance	SLT / SLs / DKS 4	Greater confidence in run up to final exams leading to students achieving their target grades.	£5,200	
5 / 6 / 8 / 9 / 10	Academic mentoring for specific PP students with experienced member of staff throughout Years 10 and 11 – launched through evening “assembly” to both students and parents – available on website for parents who do not attend evening.	SLT / DKS4	Students are supported with additional advice and encouragement from positive role models – positive relationships between Academy and home develop to deepen student support	£6,750	
7 / 8	Purchase of GCSE revision guides to support student learning outside the classroom	SLT	Students have equal access to revision materials giving them greater opportunity to prepare for upcoming exams without financial strain of purchase	£1,735	

7 / 8	Continuation of IT loan scheme set up during COVID 19 closure to enable PP students to continue to have access to ICT at home for learning	SLT / IT Team / UL	Students can build on use of IT to support home learning without financial constraints.	£4,100	
5 / 7 / 8	Dedicated study area for Key Stage 4 students which PP students are actively encouraged to use during and after Academy day, careers officer based here for ease of access, area for mentoring meetings, academic support available with rota of staff at key times of the day – not a social space	DKS 4 / NWH / Pastoral Team	PP students have a space to work with access to both staff support and resources not available at home.	£2,500	
7 / 8	Key Stage 3 Homework club each day staffed by SEN Team / Pastoral Team with specific PP students encouraged to attend.	AFR / HOL	PP students have a space to work with access to both staff support and resources not available at home.	£4,373	
1 / 3 / 6	CPD for HOLs on using data to track progress and identify underperformance, leading to targeted small group Pastoral support and interventions.	DMA / DKS 4 / DKS 3	HOLs can identify students in year groups lagging across the curriculum and working with DKS create small group intervention sessions which have wide impact	£4,250	
1 / 2	Literacy and numeracy small group intervention in SEN area with SEN team throughout Key Stage 3	AFR	Improved literacy and numeracy will enable students to have greater access to the wider curriculum particularly leading into the GCSE Key Stage 4 curriculum	£4,670	

5 / 7 / 10	Individual CIAG sessions through Years 7 – 11 for PP students with opportunities to visit careers events in Carlisle and beyond – to include Central Sixth Form, Carlisle College, University of Cumbria. Drop down days, assemblies, virtual tours	NWH	Student aspirations increase as they become more aware of the varied opportunities available to them. Financial barriers are removed as visits are paid for by Academy.	£4,270	
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Wider strategies for current academic year

Barrier	Action	Key Staff	Intended Outcome	Cost	Review RAG Impact
4 / 9	PP students to be priority attendance calls daily and home visits by Attendance / Safeguarding Team. HOLs to monitor PP absence and contact parents to support and remove barriers.	BLI /NKE / DDU / JWA / HOLs	Attendance is either maintained above 95% or quickly increases after any dip. Partnership between Academy and home is developed.	Attendance salary £19,936	

4 / 6 / 7	Daily breakfast club with free toast available, could be widened to include fruit juice / hot drink for PP students	SLT Catering Team	Students have access to hot food and drink before school to aid concentration and work rate in lessons	£1,970	
4 / 6 / 7 / 9	Supply of uniform available to loan / donate to PP students and basic equipment supplies available on arrival in the morning every morning.	SLT Admin Team	Attendance barrier removed as students have access to everything, they need in school if not at home.	Hardship fund £4,000	

4 / 6 / 7 / 9	Scheme to subsidise transport to and from Academy with pre – paid bus passes for PP student	SLT Admin Team	Attendance barrier removed.	£4,000	
5 / 6	SEMH support 1:1 or small group for identified PP students to maintain or develop positive identity and self worth	DDU/JWA /WCO/JNE SFI / AFR	Greater stability emotionally and stronger mental health leads to improved academic performance	£4,576	
5 / 6 / 7 / 9 / 10	Varied program of extra-curricular activities which PP students are encouraged to attend. (£4120)	SLs / SLT	Enables students to experience positive social interaction with peers, developing self-worth and gaining opportunities of education with character.	£4,120	
5 / 6 / 7 / 9 / 10	Both academic curriculum visits and non-academic enrichment trips are funded to remove financial barrier to attendance.	SLs / SLT	Academic learning is supported and enrichment opportunities given for social and cultural experiences otherwise out of reach.	£9,670	