



“Improving the life chances of young people”

Narrowing the Gap
Pupil Premium & Catch-Up Premium
Annual Statement 2016-17

Introduction

What is the Pupil Premium?

The Pupil Premium is an additional source of funding; a grant, from central government to help individual schools close the national attainment gap between pupils from socially disadvantaged backgrounds and their peers.

Defining disadvantage – The Government have used pupils entitled to Free School Meals (FSM), and Children who are Looked After (CLA) as an indicator of deprivation and have deployed a fixed amount of money to schools per pupil, based upon the number registered.

There is also a Services premium for all pupils from services backgrounds, aimed at offering extra pastoral support for these pupils, with a recognition that family situations can mean that from time to time a focus on learning can be hard for these pupils.

How should the money be spent?

The Government have not dictated to schools how to spend this money, but are clear that schools will need to employ strategies that they know will support these pupils to increase their attainment and narrow the national gap between disadvantaged pupils and their non-disadvantaged peers:

'It is for schools to decide how the Pupil Premium, allocated to school is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility'.

Source Department for Education

The funding is expected to help schools tackle social mobility issues, increasing the opportunities for those pupils for whom social disadvantage could lead to academic under performance or to disengagement with school, and thereby reducing the attainment gap.

The Pupil Premium is allocated to schools on the basis of the number of pupils who:

- Have been looked after continuously for more than six months (CLA)
- Have been adopted from care (AFC)
- Are currently eligible for free school meals (FSM) or have had FSM at any point over the last six years (known as 'FSM6')
- Are children of Services personnel

What is the Catch-Up Premium?

The Catch-up Premium is an additional source of funding; a grant, from central government to support Year 7 pupils who did not achieve a Level 4 in Reading and/or Maths. *In 2016-17 secondary schools will receive the same overall amount of Year 7 Catch-Up Premium funding they received in 2015 to 2016, adjusted to reflect the percentage change in the size of their Year 7 cohort, based on the October 2016 census.*

How much money does the Academy receive?

Funding 2015-16			
Eligibility	No. of pupils	Funding	Note
Total number of eligible CLA	1	Funding per pupil is £1900 and goes directly to the Virtual Headteacher (VHT)	Does not come to the Academy
Total number of eligible AFC	0	Funding per pupil is £1900 in the academic year	
Total number of eligible FSM/FSM6	157	Funding per pupil is £935 in the academic year	
Total number of eligible children from Services personnel	4	Funding per pupil is £300 in the academic year	
Total Pupil Premium grant			£147,422
Total Catch-Up Premium grant			£14,000
Total			£161,422

Funding 2016-17			
Eligibility	No. of pupils	Funding	Note
Total number of eligible CLA	2	Funding per pupil is £1900 and goes directly to the Virtual Headteacher (VHT)	Does not come to the Academy
Total number of eligible AFC	0	Funding per pupil is £1900 in the academic year	
Total number of eligible FSM/FSM6	151	Funding per pupil is £935 in the academic year	
Total number of eligible children from Services personnel	6	Funding per pupil is £300 in the academic year	
Estimated Pupil Premium grant			£147,093
Estimated Catch-Up Premium grant			£8,019
Total			£155,112

How does the Academy use the money?

In providing an effective system for identifying, assessing and monitoring those pupils identified through the pupil premium enabling:

1. Targeted early intervention and support for PP pupils who fail to make progress in line with their peers enabling the vast majority of pupils to meet their individual targets.
2. Targeted Literacy intervention in Year 7 designed to address the shortfall at Key Stage 2.
3. Full access to all provisions
4. Pupils and Parents to receive appropriate levels of additional support.

Barriers to Progress¹

- Language and communication – Attainment in English on arrival is significantly below the National Average. A gap already exists between PP and non-PP.
- Number – Attainment in Maths on arrival is significantly below the National Average. A gap already exists between PP and non-PP.
- Attendance and punctuality – Attendance analysis of PP pupils indicates that they are already below that of non-PP on entry.
- Transport issues due to the rural setting – Pupils say that getting from the Academy after 3pm. is a barrier in attending provision after 3pm.
- Low aspirations (Feedback from Pupil Survey)
- Limited experiences
- SEND barriers – A higher proportion of PP pupils are also identified SEN
- Lack of learning resources at home. (Feedback from Pupil Survey – ‘Good’ access to ICT and access to the Internet at home is a barrier)
- Parental Engagement – the Academy’s own analysis of attendance to parents evenings indicates that parents of pupils eligible for PP are less likely to attend parents evenings and other events.

Monitoring and Evaluation

The Academy has a Pupil Premium policy which is made available for all on its website. This is reviewed annually. Academy Governors monitor the progress of PP pupils. The Governing Body is aware of the funding received and how this money is spent.

The Governing Body has ensured that there is an annual statement, made available on the website, on how the Pupil Premium funding has been used to address the issue of narrowing the gap for PP pupils. It also includes performance data showing the impact on attainment and achievement of disadvantaged pupils.

How was the money spent in 2015-16?

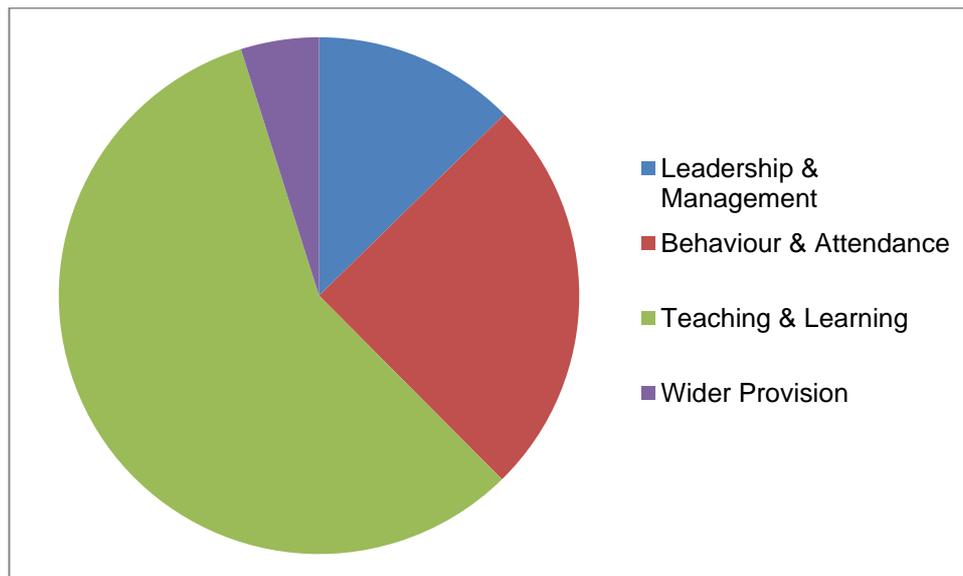
This additional funding contributed to a wide range of provisions designed to maximise pupil achievement at all levels. Including:

¹ Please note the information is not exclusive and does not reflect the experience of all PP pupils.

- Advocates for PP pupils
- One-to-one and small group literacy programmes of support
- Smaller class sizes
- Staff training
- Literacy lessons in Key Stage 3 inc. ICT Software for supporting Literacy
- Strengthening leadership in English at Key Stage 3
- Director of Learning Needs working with a Director of Safeguarding
- Full-time Attendance Officer
- Higher ratio of Pastoral staff to pupils
- Free 'after-school' enrichment for every learner
- Grade Boosters
- Study and revision guides for PP pupils
- Computer packages for revision
- Careers advice and guidance

How the money was spent in 2015-16

Leadership & Management	£18,200
Behaviour & Attendance	£36,000
Teaching & Learning	£83,000
Wider Provision	£7,000
Total spend	£144,200



An impact evaluation of the Pupil Premium on academic achievement in Year 11 for the Academic Year 2015-16

How well did PP pupils perform in Year 11 compared with non-PP pupils?

Desired Outcomes	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Target	Member of Staff responsible
Progress 8 (P8) All	-	-0.52	-0.35↑	0.2	Head of Upper School
Progress 8 PP	-	-0.63	-0.34↑	-	
Progress 8 non-PP	-	-0.46	-0.38↑	-	
Difference (Gap)	-	-0.17	0.04↑	-0.05	
Comment: The P8 gap has narrowed. P8 for both PP and non-PP have risen. There is no gap. PP pupils make similar progress to PP pupils nationally (-0.32).					
Attainment 8 (A8) All	-	3.76	3.99↑	4.48	Head of Upper School
Attainment 8 PP	-	4.09	3.78↓	-	
Attainment 8 non-PP	-	3.6	4.14↑	-	
Difference (Gap)	-	+0.49	-0.36↓	-	
Comment: The A8 gap widened in 2015-16. This is partly due to the rise in attainment for non-PP and partly due to the lower attainment on entry of PP pupils in the 2015-16 cohort . P8 for both groups however is up. See above.					
Capped 8 inc.EM All	-	256.19	269↑	290	Head of Upper School
Capped 8 inc.EM PP	-	270.78	258.97↓	-	
Capped 8 inc.EM non-PP	-	248.89	275.68↑	-	
Difference (Gap)	-	+21.89	-16.71	-	
Comment: Capped 8 for 'All' pupils has increased. Significantly for non-PP.					
Average Levels of progress All	-	2.19	2.35	2.75	Head of Upper School
Average Levels of progress PP	-	2.35	2.23	-	
Average Levels of progress non-PP	-	2.11	2.44	-	
Difference (Gap)	-	+0.24	-0.21	-	
Comment: Average levels of progress has increased for 'All' pupils. Rise in LOP for non-PP.					
English Progress 8 All	-	-0.81	-0.18↑	0.00	Curriculum

English Progress 8 PP	-	-0.64	-0.02↑	-	Team Leader English
English Progress 8 non-PP	-	-0.89	-0.22↑	-	
Difference (Gap)	-	+0.25	+0.20=	0	
Comment: Sharp and significant rise in P8 in English for all pupils. PP pupils make significantly better progress in English than the national average at -0.25.					
Maths Progress 8 All	-	-0.39	-0.55↓	0.00	Director of Maths
Maths Progress 8 PP	-	-0.66	-0.70↓	-	
Maths Progress 8 non-PP	-	-0.26	-0.47↓	-	
Difference (Gap)	-	-0.40	-0.23	0.00	
Comment: All pupils made less progress in Maths. This is in part due to 11 pupils graded U in Maths. This is a priority group for 2016-17.					
% of all pupils achieving a grades C or above in both Eng & Maths (BASICS)	35.4%	36.2%	37.9%↑	18%	Head of Upper School
% of PP pupils achieving a grades C or above in both Eng & Maths (BASICS)	-	43.5%	27%↓	-	
% of non-PP pupils achieving a grades C or above in both Eng & Maths (BASICS)	-	32.6%	45.6%↑	-	
Difference (Gap)	-	+10.9%	-18.6%↓	0	
Comment: In 2016 26.3% of the Year 11 PP pupils secured GCSEs at Grade C or above in both English and Maths.					

An impact evaluation of the pupil premium on attendance and behaviour for the Academic Year 2015-16

Attendance

As a result of the work of wider pastoral team (part funded by the pupil premium) the attendance of FSM/FSM6 pupils has improved over the last four years. This remains a priority for the Academy.

Table showing the % of pupil absence

	2012-13 Absence	2013-14 Absence	2014-15 Absence	2015-16 Absence
All Pupils	7.0%	6.5%	7.0%	8.1%
Non FSM	6.1%	5.2%	6.3%	tbc
FSM/FSM6	8.6%	8.4%	7.6%	tbc
Difference (Gap)	-2.5%	-3.2%	-1.3%	tbc

Exclusions

As a result of the work of wider pastoral team (part funded by the pupil premium) the number of FSM/FSM6 pupils receiving an exclusion has reduced over the last four years.

Table showing the % of pupils excluded

	2012-13	2013-14	2014-15	2015-16
National – All pupils	4.34%	3.86%	3.68%	Not yet published
Academy - All pupils	12.38%	7.76%	8.14%	7.86%
FSM/FSM6	19.21%	11.84%	8.90%	4.87%

Table showing the number of pupils permanently excluded

	2012-13	2013-14	2014-15	2015-16
All pupils	1	1	0	0

An impact evaluation of the Catch-Up Premium on academic achievement in Year 7 for the Academic Year 2015-16

Year	Subject	Level on entry	Number of pupils with prior attainment data	End of Year 7 average sub-levels of progress from KS2
7	English	<Level 4	6	2
7	English	>=Level 4	66	1
7	Maths	<Level 4	13	3
7	Maths	>=Level 4	58	2

On average Year 7 pupils below Level 4 on entry made more progress in Year 7 than pupils Level 4 on entry and above in both English and Maths.

A breakdown of spending and impact 2015-16

Leadership and Management – Total spend £18,200					
Strategy	Involving	Rationale	Evidence of impact	Cost	RAG and comment
1.1 The responsibility for disadvantaged pupils will be designated to a member of the Academy's Senior Leadership Team (SLT). They will ensure an effective provision for disadvantaged pupils and monitor its effectiveness.	Deputy Headteacher (0.2FTE) 1 day a week	To create the capacity to strategically lead on PP initiatives. To reduce the disadvantaged gap in all years.	In Key Stage 3 PP pupils made better progress in Maths than in English and by Year 9 there was a progress difference of -0.34 sub-Levels of progress in Maths and -0.45 sub-Levels in English. This gap is narrowing. More noticeably in Maths at Key Stage 3.	£13,200	2016-2017- funding to continue. Responsibility passed to Head of Upper School overseen by the Headteacher.
1.2 The designated Senior Leader will work closely with the Academy's Director of Learning Needs in ensuring targeted intervention for pupils and in supporting PP pupils identified with Special Educational Needs and those at risk of exclusion.	Director of Learning Needs (0.2FTE) 1 day a week	To distribute responsibility for raising the attainment of disadvantaged learners.	Further reduction of the number of Exclusions of disadvantaged learners. No pupils were Permanently Excluded (PEX)	£5000	2016-2017- funding to continue/to be discontinued/ to be modified.

Behaviour and Attendance – Total spend £36,000					
Strategy	Involving	Rationale	Evidence of impact	Cost	RAG and comment
2.1 Pupils with attendance below the national average, will be supported by School Leaders. A high ratio of pupils to Pastoral Staff will be maintained.	4 x Pastoral Leaders (0.6FTE)	Intervene with pupils whose attendance falls below 95%	There was an increase in the percentage of PP pupils with 95% attendance or better Increase of PP pupils with attitudes to learning grades 'good' or better.. There was a reduction in percentage of PP pupils Persistently Absent ² . (PA)	£20,000	2016-2017 -Funding to continue Pastoral roles redefined for 2016-17. Heads of Upper and Lower School posts created. Greater emphasis on Academic Progress. Responsibility for attendance now with an appointed Attendance Officer (0.6FTE)
2.2 The Academy will provide additional non-teaching pastoral staff to support vulnerable learners and their parents. Working within the Academy's pastoral team.	Safeguarding Officer (0.8FTE)	Supporting vulnerable pupils and their families. EEF³ Findings: Social and emotional learning +4 months	New to post. Impact not yet fully established but Pupil and Parent surveys indicate that pupils are happy in school and feel safe. ⁴	£16,000	2016-2017 -Funding to continue.

² Attendance below 90%

³ EEF – Educational Endowment Foundation - Toolkit

⁴ Parent Survey – November 2016

2.3 The Academy will provide Social Stories intervention with targeted pupils	Teaching Support Assistant (0.1FTE)	Supporting vulnerable pupils. EEF Findings: Social and emotional learning +4 months	No exclusions for pupils working within the Social Stories group. Improvements in both progress data and soft data i.e. attitudes to learning and attendance.	£1000	2016-17 - Funding to continue.
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Teaching, Learning and Academic Interventions – Total spend £83,000					
Strategy	Involving	Rationale	Evidence of impact	Cost	RAG and comment
3.1 The Academy will use this funding in delivering training for all teaching staff on effective feedback	All staff	We must simplify and prioritise written and oral feedback. Marking should be manageable and effective for pupils and staff. EEF Findings: Effective feedback +8 months	Marking and feedback policy updated and fully implemented. Increase in response to marking. Positive work sampling.	£1500	2016-17 - Training funding to continue.
3.2 The Academy will use this funding in providing an additional set in Year 8 to enable staff to work more effectively in smaller	N/A	Reduced class size will enable staff to focus greater attention	Increase in attainment in Year 8 compared with previous years and higher percentage of pupils	£45,000	

groups.		on PP pupils. EEF Findings: Reducing class sizes <20 +4 months	making good progress in Year 8.		
3.3 Pupils with a Reading age below 9.6 years will be given Catch-up Literacy	TAs – Director of Learning Needs	Improve Literacy levels EEF Findings: Literacy interventions between +3-+5 months	Average levels of progress of pupils below Level 4 on entry in English are above pupils Level 4 and above on entry.	£5000	2016-17 -Funding to continue
3.4 Pupils below Level 5 in English at KS3 will be allocated to additional English (literacy) lessons on the timetable. The programme is designed to accelerate the pupil's writing and reading skills.	Curriculum Team Leader English	Improve Literacy levels EEF Findings: Literacy interventions between +3-+5 months	LEXIA data indicates a significant rise in literacy levels (measured through LEXIA).	£10000	2016-17 -Funding to continue
4.4 At Key Stage 4 (Year 11) pupils who have not made progress in line with national expectations and are at risk of falling short of expected progress in English Language will be	Curriculum Team Leader English	Improve Literacy levels EEF Findings: Literacy interventions	No U grades at GCSE. Increase levels of progress in English	£1000	2016-17 -Funding to continue

targeted for additional support in English.		between +3-+5 months			
4.5 At Key Stage 4 (Year 11) pupils who have not made progress in line with national expectations and are at risk of falling short of expected progress in Maths will be targeted for additional support in Maths.	Curriculum Team Leader Maths – Maths Teaching Assistant	Improve confidence with number basics Offer one to one or small group intervention EEF Findings: One to one tuition +5 months	Numeracy interventions secured current position.	£5000	2016-17 -Funding to continue but greater fine focus needed. Will use PiXL tools with an emphasis on gap analysis and remediation.
4.6 The school will provide access to pupils to online resources for study and revision. Including ICT package for Home Work.	Curriculum Team Leaders	We will fund and monitor usage of - Mymaths - Mathswatch - PiXL Maths - GCSE Pod - Showmy homework EEF Findings: Homework +5 months	Showmyhomework – Well utilised. Increase in both quantity and quality of homework being set and completed.	£5000	2016-17 -Funding to continue Need to thoroughly evaluate outcomes vs usage. Need to separate Homework into individual action.
4.7 Sixth Form pupils will act as a reading buddy with targeted PP pupils in Year 7.	Curriculum Team Leader English	Improve Literacy levels	Increase in levels of progress in Year 7 English	£500	2016-17 -Funding to continue

	Head of Sixth Form	EEF Findings: Literacy interventions between +3-+5 months			
4.8 Dedicated Maths teaching assistant working alongside Maths teachers and taking small group interventions.	Director of Maths	EEF Findings: Numeracy interventions between +3-+5 months	Numeracy interventions secured current position.	£10,000	2016-17 -Funding to continue but greater fine focus needed. Will use PiXL tools with an emphasis on gap analysis and remediation.

Wider provision – Total spend £7,000					
Strategy	Involving	Rationale	Evidence of impact	Cost	RAG and comment
5.1 The Academy will offer free enrichment opportunities after school.	CTL Art & Technology (Wider responsibility)	The Academy will encourage and monitor participation of wider provision. This includes strategies in ensuring PP pupils have good access to ICT including the Internet.	Those pupils who attend regular after-school sessions make better progress	£1000	2016-17 -Funding to continue
5.2 The Academy will provide five extended learning days per year to	CTL Art & Technology	EEF Findings Wider	Increase in pupil satisfaction highlighted in	£1000	2016-17 -Funding to continue

offer a greater breadth of experience and widen ambition.	(Wider responsibility) Curriculum Team Leaders	participation +2 months	the pupil survey		
5.3 The Academy will continue to raise aspiration through effective Careers Education, Advice, Information and Guidance.	Curriculum Team Leader PSHCE Head of Sixth Form	PP pupils will be given priority. All pupils will access Work Experience	No NEET pupils in 2016-17 – Year 11 and Post 16	£8000 (£5000 through the PP)	2016-17 -Funding to continue

Projected spending 2016-17 and rationale

Leadership and Management – Total spend £15,000					
Strategy	Involving	Rationale	Evidence of impact	Cost	RAG and comment
1.1 The responsibility for disadvantaged pupils will be designated to the Head of Upper school overseen by the Headteacher.	Head of Upper School (0.2FTE)	To create the capacity to strategically lead on PP initiatives. To hold middle leaders to account. To reduce the disadvantaged gap in all years. To quality assure support for PP.		£10,000	
1.2 Coordinated behaviour interventions – Led by Director of Learning Needs	Director of Learning Needs (0.2FTE)	EEF Findings: Behaviour interventions +4 months		£5000	

Behaviour and Attendance – Total spend £42,000					
Strategy	Involving	Rationale	Evidence of impact	Cost	RAG and comment
2.1 We will employ an Attendance Officer (See <i>Attendance action planning</i>)	Attendance Officer (0.6FTE)	Intervene with pupils whose attendance falls below 95% - Focus on pupils between 90-95% (Approx. 23% of cohort)		£16,000	
2.2 The Academy will provide additional non-teaching pastoral staff to support vulnerable learners and their parents.	Safeguarding Officer (0.8FTE) Head of Year	Supporting vulnerable pupils and their families. Head of Year 7 supporting the		£25,000	

Working within the Academy's pastoral team.	7	transition. EEF Findings: Social and emotional learning +4 months			
2.3 The Academy will provide Social Stories intervention with targeted pupils. Coordinated by the Director of Learning Needs.	Teaching Support Assistant(s) (0.1FTE)	Supporting vulnerable pupils. EEF Findings: Social and emotional learning +4 months		£1000	

Teaching, Learning and Academic Interventions – Total spend £104,500					
Strategy	Involving	Rationale	Evidence of impact	Cost	RAG and comment
3.1 The Academy will use this funding in delivering training for all teaching staff on Literacy – Specifically extended and sustained writing.	Curriculum Team Leader English All staff	Improving standards in writing. Including a focus on writing independently. EEF Findings: Literacy interventions between +3-+5 months		£1500	
3.2 The Academy will use this funding in providing an additional set in Year 7 and in Year 10 (En & Ma) to enable staff to work more effectively in smaller groups.	N/A	Reduced class size will enable staff to focus greater attention on PP pupils. EEF Findings:		£60,000	

		Reducing class sizes <20 +3 months			
3.3 Pupils with a Reading age below 9.6 years will be given Catch-Up Literacy.	TAs – Director of Learning Needs	Improve Literacy levels EEF Findings: Literacy interventions between +3-+5 months		£10,000	
3.4 Pupils below Set 1 in English in Year 7 & 8 will be given additional English (Literacy) lessons on the timetable. LEXIA will be funded through the PP.	Curriculum Team Leader English	Improve Literacy levels. The programme will be designed to accelerate the pupil's writing and reading skills. They will use LEXIA. EEF Findings: Literacy interventions between +3-+5 months		£10,000 inc.LEXIA Software	
4.4 At Key Stage 4 (Year 10/11) pupils who have not made progress in line with national expectations and are at risk of falling short of expected progress in English Language will be targeted for additional support in English during Prep time and	Curriculum Team Leader English	Improve Literacy levels EEF Findings: Literacy interventions between +3-+5 months		£1000	
4.5 At Key Stage 4 (Year 10/11) pupils who have not made	Director of Maths –	Improve confidence with number basics		£4000	

progress in line with national expectations and are at risk of falling short of expected progress in Maths will be targeted for additional support in Maths.	Maths Teaching Assistant	Offer one to one or small group intervention EEF Findings: One to one tuition +5 months			
4.6 The school will provide access to pupils to online resources for study and revision. Including ICT package for Homework.	Curriculum Team Leaders	We will fund and monitor usage of - Mymaths - Mathswatch - PiXL Maths - GCSE Pod - Showmyhomework EEF Findings: Homework +5 months		£6000	
4.7 Sixth Form pupils will act as a 'reading buddy' with targeted PP pupils in Year 7.	Curriculum Team Leader English Head of Sixth Form	Improve Literacy levels EEF Findings: Literacy interventions between +3-+5 months		£500	
4.8 We will provide Study Skills training for Year 11 in Autumn Term 1. And for staff in the Spring Term.	Head of Upper School	EEF Findings: Meta-cognition and self-regulation +8 months		£1500	
4.9 Dedicated Maths teaching	Director of	EEF Findings:			

assistant working alongside Maths teachers and taking small group interventions.	Maths	Numeracy interventions between +3-+5 months			
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Wider provision – Total spend £8,750					
Strategy	Involving	Rationale	Evidence of impact	Cost	RAG and comment
5.1 The Academy will offer free enrichment opportunities after school. The Academy will continue to fund a Hardship Fund for PP pupils meeting the threshold. <i>The Sixth Form bursary sits outside this.</i>	CTL Art & Technology (Wider responsibility)	The Academy will encourage and monitor participation of wider provision. This includes strategies in ensuring PP pupils have good access to ICT including the Internet.		£1500 (£500 hardship fund)	
5.1 The Academy will ensure PP pupils have ingredients for lessons in Food Technology.	CTL Art & Technology	Fair access for all pupils		£250	
5.3 The Academy will provide five extended learning days per year to offer a greater breadth of experience and widen ambition. The Academy will also develop its Activities Week to ensure broad participation.	CTL Art & Technology (Wider responsibility) Curriculum Team Leaders	EEF Findings: Wider participation +2 months		£2000	

5.4 The Academy will continue to raise aspiration through effective Careers Education, Advice, Information and Guidance.	Curriculum Team Leader PSHCE Head of Sixth Form	PP pupils will be given priority. All pupils will access Work Experience		£8000 (£5000 through the PP)	
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How the money is going to be spent in 2016-17

Leadership & Management	£15,000
Behaviour & Attendance	£42,000
Teaching & Learning	£104,500
Wider Provision	£8,750
Total spend	£170,250

