



PUPIL PREMIUM AND YEAR 7 CATCH PREMIUM INFORMATION 2017/18

What is the Pupil Premium?

The Pupil Premium is a Government initiative that targets extra money at students from deprived backgrounds. Research demonstrates that students from deprived backgrounds underachieve compared to their more affluent peers. The premium is provided in order to support these students to enable them to reach their full potential. The government acknowledges that schools are best placed to assess the additional provision required for their students and decide how the pupil premium is to be spent. Schools are therefore free to spend the pupil premium funding as they see fit but are accountable for how they use this funding to support students from deprived backgrounds.

Students eligible to receive this funding (2017-2018) are as follows: those entitled to free school meals or those who have previously been recorded as FSM at any point in the last 6 years (Ever 6 FSM); those who have been Looked After for one day or more in care (CLA) or those who were adopted from care on or after 30th December 2005 or had left care under a special guardianship order or residence order (Post CLA); and children of services personnel from 2011 or children who are in receipt of a pension under the Armed Forces Compensation Scheme and the War Pension Scheme (Ever 4 service child).

Accountability - DfE Statement

Schools are held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium
- the reports for parents that schools publish online

How schools present the information in their online statement is a matter for each school. The DfE recommend the following:

- how much pupil premium funding was received for this academic year
- details of the main barriers to educational achievement that the disadvantaged children in the school face
- how pupil premium funding is spent to address these barriers and the reasons for the approach you've chosen
- how the impact of the pupil premium will be measured
- the date of the next pupil premium strategy review

For the previous academic year, they recommend the following:

- how the pupil premium funding was spent
- the impact that the pupil premium had on pupils

Objectives

Our key objective in using the Pupil Premium Grant is to narrow any gaps in achievement between students from deprived backgrounds and their more affluent peers. Through targeted interventions we will work to eliminate barriers to learning and progress and provide our students with a high quality education thereby, 'improving young people's life chances, enabling them to progress into adulthood with the skills and confidence for success.' DfE.

We have high aspirations and ambitions for all our students and we are committed to ensuring that the Pupil Premium funding budget is spent to maximum effect to ensure that our students entitled to Pupil Premium funding achieve in line with our students that are not entitled to Pupil Premium funding.

We spend the Pupil Premium Grant to maximise achievement by:

- Carefully ring fencing funding spent on the target group of students
- Drawing on research and evidence such as; 'Literacy and numeracy catch-up strategies', DfE November 2017; 'Year 7 literacy and numeracy catch-up premium: guide for schools', DfE October 2017; 'The Pupil Premium – How schools are spending the funding successfully to maximise achievement', Ofsted February 2013; 'The Pupil Premium: update on schools' progress' Ofsted January 2014 (July 2014); Pupil premium: funding and accountability for schools, DfE February 2017; the Sutton Trust EEF Teaching and Learning Toolkit

2015; The Pupil Premium - Next Steps Sutton Trust and EEF (July 2015); as well as our own to inform our decision making.

- Understanding the importance of ensuring that all teaching meets the needs of each learner as well as systematically focusing on giving students clear, useful feedback about their work and how to improve it.
- Frequently using achievement data to monitor, evaluate and demonstrate the impact of our interventions.
- Making sure that Support Staff are highly trained and understand their role in helping students to achieve.
- Ensuring that a designated Senior Leader has a clear overview of how the funding is being allocated and the difference it is making to the outcome for our students.
- Providing well targeted support to improve attendance, behaviour and links with families where these are barriers to a student's learning.
- Involving Governors in the decision making and evaluation process.

Pupil Premium, successful approaches

We share many of the characteristics of schools who spend the Pupil Premium funding successfully to improve achievement and narrow the gap:

We:

- Never confuse eligibility for the Pupil Premium with low ability
- Understand the importance of ensuring that day-to-day teaching meets the needs of each learner rather than relying on interventions to compensate for less than good teaching
- Track and monitor achievement data to check whether progress is being made and whether any interventions are working – and then make adjustments
- Ensure that the allocation and spending of the Pupil Premium is given a high priority in terms of staffing.

We do not:

- Spend the funding indiscriminately on teaching assistants with little impact and not manage their performance well.
- Spend the funding on one-to-one tuition and booster classes – that go on forever, do not relate to class teaching, and are not audited or quality-assured.
- Plan spending in isolation – not part of the school action plan.
- Assume that pupils eligible for the Pupil Premium will have learning difficulties.
- Compare the performance of pupils eligible for the Pupil Premium with other eligible pupils nationally, rather than all pupils thereby lowering expectations.

Year 7 Catch Up Premium

Secondary schools receive the premium to help to support year 7 pupils who fail to reach the government's "expected standard" (scaled score of 100) in reading and maths by the time they leave primary school. This academic year we will be using the year 7 catch premium to help to support those students who have a reading age of less than 9 years and a standardized score of 85 or below in reading and students who had a standardized score of less than 100 and / or achieved very low grades in our baseline test in maths.

In 2017 to 2018, funding is allocated to schools on the basis that they receive the same overall amount of year 7 catch-up premium funding they received in 2016 to 2017. It is adjusted to reflect the percentage change in the size of their year 7 cohort, based on the October 2017 census. The Education and Skills Funding Agency (ESFA) sends academies and free schools their year 7 catch-up premium funding for the 2017 to 2018 academic year on 1 March 2018.

For students who start school with low attainment in reading and / or mathematics on entry, we use Year 7 Catch Up Premium to ensure that they make accelerated progress, in reading and / or maths in order to reach age related expectations +.

We will achieve this through:

- High quality first teaching
- Strong leadership
- A relevant and coherent curriculum
- A culture of high expectation
- Targeted catch-up sessions
- Enrichment activities
- Effective data tracking

The Pupil Premium Grant per pupil for 2017-18 is as follows:

Disadvantaged Students:

£935 Secondary Ever 6 FSM students (Ever 6 FSM)

£1900 Looked After Children (LAC)

£1900 Children adopted from care on or after 30 December 2005 and children who have left care under a Special Guardianship or Residence order (P-LAC)

Service Children:

£300 Ever 4 Service Child or in receipt of a child pension from the MoD.

Pupil Premium Numbers:

Our numbers for this academic year 2017/18 are:

YEAR	YEAR GROUP	PP NUMBERS	% PP
7	182	81	44.5%
8	181	79	43.6%
9	184	73	39.7%
10	179	70	39.1%
11	173	63	36.4%
TOTAL	899	366	40.7%

Included in these figures are LAC or P-LAC students:

YEAR	YEAR GROUP	LAC / P-LAC NUMBERS	% LAC / P-LAC
7	182	4	2.2%
8	181	0	0
9	184	1	0.5%
10	179	3	1.7%
11	173	0	0
12	96	2	2.1%
TOTAL	995	10	1%

Catch Up Numbers:

34 / 182 = 19% Year 7 students are entitled to catch up funding for reading

30 / 182 = 16% Year 7 students are entitled to catch funding for mathematics

17 / 182 = 9% Year 7 students are entitled to catch up funding for both reading and maths

Pupil Premium Use in 2016/17

Our expenditure for Pupil Premium in the Academic Year 2016/17 was £336,252.00.

Key Priority	Expected Outcomes
<ul style="list-style-type: none"> • To reduce the attainment gaps between key groups of students and to remove the barriers to success and achievement • To ensure that all disadvantaged students are provided with the opportunities and support to achieve their potential. 	<ul style="list-style-type: none"> • Improved levels of attainment • Improved levels of progress • Access to a broad and balanced curriculum that supports the achievement of disadvantaged students • Access to a range of academic, extension and enrichment activities that allows disadvantaged students to reach their full potential.

What we did
<ul style="list-style-type: none"> • Literacy groups for students with low reading ages in Years 7 and 8 taught by qualified English teachers. • Numeracy groups for students with low baseline test scores in Years 7 and 8 taught by qualified maths teachers • Social skills groups for students with friendship / relationships with peers and/or staff issues in Years 7 & 8. • Anger Management groups for students in need of strategies to cope in and out of the classroom in Years 7 – 11. • Year 6/7 transition support through allocation of an SSA to each Year 7 tutor group. • Assessment software to assess all students' on entry to the school at Year 7 in reading accuracy, reading comprehension, reading speed and spelling. • Year 7 Enrichment programme and Year 8 Enrichment programme. • Systematic approach to the teaching of literacy through L4L (school literacy programme), library skills & reading programme and numeracy through R.E.A.L (school numeracy programme) for all Key Stage 3 students. • Smaller teaching groups are formed in Years 9-11, thereby increasing the teacher to pupil ratio in order to increase impact of quality first teaching. • Dedicated student support option for students with literacy and numeracy difficulties in Years 9 – 11 staffed by qualified teachers. • Graduate SSAs are timetabled to support English and Maths for identified PP students. • 1:1 pastoral and / or academic intervention for targeted students at risk of not achieving their FFT (Fischer Family Trust) Aspire targets. • All groups are targeted to achieve FFT Aspire through quality first teaching. • Specialist intervention teachers in English and Maths used for 1:2 or small group work with PP students in Year 11 • Off-site education provision for students in need of an alternative curriculum, respite or external assessment to fulfil their potential. • 1:1 support in French and Spanish from the Modern Foreign Languages Assistant. • Staffed lunchtime and after school homework clubs for students who have difficulty in completing homework due to lack of resources, or suitable space, or suitable help. • Staffed LRC (Learning Resource Centre) and ICT rooms available for students to complete work or research as required. • Full time Attendance & Welfare Assistant to assist the Attendance Welfare Officer in driving on excellent attendance and punctuality for all. • Provision of laptops / netbooks to students requiring them for curriculum access. • School counselling provision increased to offer counselling to our vulnerable students, full time. • Training of Year 12 mentors to support identified students in Years 7 - 11. • Provision of pastoral support through in school counselling, mentoring and support through the PSHEE and EHWP programme so that pastoral issues are not a barrier to learning and achievement. • School enrolment on the PiXL (Partners in Excellence) programme. • WRL (Work Related Learning) programme ensuring all Year 10 students undertake a Work Experience placement and Year 11 students undergo a Mock Interview. • Early careers and additional guidance is offered to students eligible for the Pupil Premium Grant to ensure that they can be supported to pursue aspirational futures. • Provision of bespoke Year 11 revision classes including study days, workshops, exam preparation after school and during school holidays. • Provision of bespoke, personalised resources to PP students as necessary to support learning and achievement. • CPD (Continuing Professional Development) for staff including; Making Marking Meaningful (use of effective feedback, peer and self-assessment and effective use of student response); Language For Learning (focus on literacy across the curriculum); Behaviour for Learning. • Inclusion CPD for staff including; effective use of SSAs (Student Support Assistants), differentiation and access arrangements. • Designated Senior Leader in post with an overview of funding allocations, PP interventions and the impact. • Designated Senior Leader undertook external PP training to remain updated.

The effect of this expenditure on the educational attainment of those students for whom the funding was allocated

KS4 students

Year 11 Pupil Premium students' attainment (69 / 160 students)

- A* Grades 29 = 4.4%
- A* - A Grades 70 = 11%
- A* - B Grades 172 = 26%
- A* - C Grades 308 = 47%
- 9-4 English = 57%
- 9-4 Maths = 35%
- 4.3% students achieved 5 x A*-A
- 43% students achieved 5 x A* - C
- 96% students achieved 5 x A* - G
- 100% students achieved 1+ A*-G
- 5xA*-C PP vs NPP gap = 21.36%

KS3 Students

- Our PP students in Year 7 & 8 outperformed the non PP students in English and Maths and are performing at the least in line with non PP in most other subjects.

'School information about current pupils shows that across the subjects, outcomes for disadvantaged pupils are improving and many are now making progress that is the same as or faster than that of other pupils. This is particularly the case in the younger year groups.'

Year 7 Catch Up Students:

- 68% of Year 7 students receiving catch up lessons in reading made progress by the end of Year 7
- 83% of Year 7 students receiving catch up lessons in maths made progress by the end of Year 7.

'Leaders use the Year 7 catch-up funding (additional government funding for pupils who did not reach the expected levels in English and mathematics at the end of Year 6) well. Last year, the additional support helped the large majority of supported pupils to make the equivalent of one and half year's progress in reading and mathematics.' Ofsted January 2016

Attendance:

Attendance of PP students 2016 – 2017 = 94.55% (2015 – 2016 = 94.44%). Our attendance PP v NPP gap 2016 – 2017 = 2.1 (2015 – 2016 = 2.5%).

'Pupils enjoy coming to school. As a result, attendance is consistently above average and persistent absence is low.' Ofsted January 2016

Comments from Ofsted January 2016

'Leaders' use of pupil premium funding (additional money to support pupils who are known to be eligible for free school meals, and children looked after by the local authority) has helped to improve outcomes for disadvantaged pupils over time. The academy's information shows that current eligible pupils are making faster progress than their peers in most subjects across the year groups.'

'Gaps between the outcomes for disadvantaged pupils and others widened in 2015. School leaders demonstrated that a small minority of the eligible pupils had circumstances that made them vulnerable and resulted in their not being able to attend and participate in the additional support provided by the academy. The majority, who did attend, made more rapid progress than their peers.'

Pupil Premium Income and Expenditure 2016 – 2017

Income	Total
Pupil Premium & Catch-up Premium	£336,252.00
Total Income	£336,252.00

Expenditure Items	Year end position 2015-16
Catch up classes & associated resources	£53,074.00
Dedicated Student Support	£59,069.00
Alternative Education Provision	£15,190.00
Teaching, Learning, Intervention	£103,187.00
Staffed Independent Study Time	£14,575.00
Staffing	£68,506.00
Pastoral Support	£19,320.00
Additional Resources	£3,331.00
Total Expenditure 16/17	£336,252.00

Total Income 16/17	£336,252.00
Total Expenditure 16/17	£336,252.00
Carried Forward	£0.00

Pupil Premium Proposed Income and Expenditure 2017 - 2018

Pupil Premium & Catch Up	£320,000
Total Expected Income 2017/18	£320,000

<u>Expenditure Items</u>	<u>Amount allocated 2017-18</u>	<u>Rationale and Response</u>	<u>Proposed Action</u>	<u>Success Criteria</u>
Catch up classes & associated resources	£49,215	<ul style="list-style-type: none"> This academic year 19% of Year 7 students are below the standards we have set for them in reading and 16% in Maths. 9% are below in both reading and Maths. Funding will be used to ensure that 80% of these low attainers make expected progress in reading, writing and numeracy in Year 7, taking into account entry levels and SEND/EAL status, so that the gaps between them and their peers are significantly reduced. 	<ul style="list-style-type: none"> Accurate identification of students who are eligible for the pupil premium and Year 7 catch premium as well as those who are vulnerable and / or Gifted & Talented so that appropriate intervention is identified according to need and put into place. Year 7 catch up students for reading and / or mathematics receive lessons from specialist teachers. Resources including software are used to aid teaching and testing of students in both literacy and maths. Admin and coordination of Year 7 & 8 numeracy and literacy programme by Head of Inclusion & Student Support, Higher Level Teaching Assistant (HLTA) and Senior Vice Principal (SVP). 7 x SSAs are employed to support Year 7 students with general transition, reading and organisation at tutor time. Staffed literacy catch up sessions run 3 mornings every week before school by SSAs. 	<ul style="list-style-type: none"> 80% of identified low attainers make 1.5 years' (3 sub levels) progress in reading, writing and numeracy by the end of Year 7
Dedicated Student Support	£56,500	<ul style="list-style-type: none"> A proportion of our students in Year 8 – 11 require extra support in reading, English and Maths to enable them to reach their potential in their GCSE courses and achieve their FFT Aspire targets. Without this additional support it is less likely that they will achieve in line with their non-disadvantaged peers. Funding will be used to put dedicated student support into place. 	<ul style="list-style-type: none"> SSAs run reading clinics for low ability readers. Identified students are supported with literacy, numeracy and completion of work in all GCSE courses. Graduate SSAs are timetabled to support English and Maths for identified PP students. SSAs continue to run dedicated Homework clubs HLTA is timetabled to work with Year 10 & 11 	<ul style="list-style-type: none"> Attainment of targeted students improves and brings them in line with achieving targets. 80% students achieve FFT 'Aspire 20'

			<ul style="list-style-type: none"> PP and key marginal Maths students. SSA staffing increase in hours to run reading groups before school for low ability readers. 2 x Support Option groups run alongside GCSE option groups staffed by specialist English and SEND teachers. MFL assistant works with targeted Key Stage 4 students to improve their outcomes through support or extension. 	
Alternative Education Provision	£20,000	<ul style="list-style-type: none"> Some students are unable to fully access mainstream education. Funding will be used to provide additional bespoke support through suitable alternative education provision. 	<ul style="list-style-type: none"> Accurate identification of students who are to be referred to Alternative Education Providers (AEP) and liaison undertaken with the AEP throughout referral period. 	<ul style="list-style-type: none"> Attainment of AEP students improves and brings them in line with achieving targets.
Teaching, Learning, Intervention	£84,000	<ul style="list-style-type: none"> National statistics indicate that disadvantaged students can do less well than their peers. In school data reflects this. Funding will be used to raise the attainment of disadvantaged students and close the gaps between them and their peers. All groups are targeted to achieve FFT Aspire 	<ul style="list-style-type: none"> Smaller teaching groups are formed in Years 9-11, thereby increasing the teacher to pupil ratio in order to increase impact of quality first teaching. All groups are stretched but especially the more able through quality first teaching and appropriate differentiation. Specialist intervention teachers are used for English & Maths PP groups in Year 11. There is a systematic approach to the teaching of literacy, library skills & our reading programme for Key Stage 3 students. 	<ul style="list-style-type: none"> Interventions are effective and lead to an increase in progress and attainment for PP students Appropriate and rapid progress is made in English and Maths with the performance gap closing at least in line with the national percentage gap between pupil premium and non-premium students. More able pupil premium students make expected progress in English and Maths. A systematic approach to the teaching of literacy, library skills & reading programme is evident. PP students attainment and application is improved for targeted students (case studies) 80% students achieve FFT 'Aspire 20'
Staffed Independent Study Time	£10,000	<ul style="list-style-type: none"> In school data analysis indicates that there are more issues with the completion and submission of HW by PP students than non PP students. Funding will be used to increase accessibility and opportunities for students to complete homework in school and receive support in doing so, where required. 	<ul style="list-style-type: none"> SSAs provide dedicated, supported homework clubs at lunchtimes and after school. Staff provide support and supervision in ITC rooms and LRC for students to complete research and homework. 	<ul style="list-style-type: none"> Issues and sanctions received by PP students in regard to the completion and submission of homework are reduced.
Staffing	£79,435	<ul style="list-style-type: none"> National statistics indicate that disadvantaged 	<ul style="list-style-type: none"> SVP with responsibility for PP in post. 	<ul style="list-style-type: none"> The pupil premium funding is spent

		<p>students can do less well than their peers. In school data reflects this. Having a key member of staff with an overview of PP students in the school and ensuring all our staff demonstrate quality first teaching is the key to ensuring that all students are able to learn and reach their potential.</p> <ul style="list-style-type: none"> Funding will be used to continue providing CPD for staff to maintain quality first teaching thereby raising the attainment of disadvantaged students and closing the gaps between them and their peers. 	<ul style="list-style-type: none"> CPD is provided for staff and SSAs to raise the quality of quality first teaching and learning at all levels. (Wave 1 – 3) and implement a systematic approach to the teaching of Literacy, library skills & reading programme to catch up students. Intervention staff are timetabled to work with PP students – academically and pastorally. 	<p>effectively and the gaps in attainment between PP and Non PP are reduced</p> <ul style="list-style-type: none"> Intervention teachers are timetabled for 1:1 and small group work with Year 10 & 11 PP and key marginal students and Year 7 – 10 PP students for academic and / or pastoral mentoring. Staff CPD programme runs effectively with focus on raising the quality of quality first teaching.
Pastoral Support	£16,850	<ul style="list-style-type: none"> As well as there being statistical evidence that pastoral issues disproportionately affect the most disadvantaged students, we also have evidence to show there is a gap in attainment between our pupil premium students with significant pastoral issues and our pupil premium who do not have these issues. Funding will be used to provide pastoral support through in school counselling, mentoring and support through the PSHEE and EHWP programme so that pastoral issues are not a barrier to learning and achievement. 	<ul style="list-style-type: none"> School counselling team available for 4 days a week. Mentoring service available for targeted Year 10 and 11 students weekly. Staff mentors allocated to designated PP students and meetings are held weekly. PSHEE & EHWP resources purchased. 	<ul style="list-style-type: none"> Reduction in pastoral issues affecting the achievement and attainment of targeted students.
Additional Resources (including Careers Advice and Guidance)	£4,000	<ul style="list-style-type: none"> PP students may be placed at a disadvantage through not being able to access all the school resources available due to family lack of funds. This in turn can impact on motivation and attainment, thereby affecting learning and achievement. Funding will be used to ensure students have access to school resources irrespective of disadvantage to enrich their curriculum and remove barriers to learning and achievement. 	<ul style="list-style-type: none"> Extra English and Maths tuition to be implemented for targeted PP students. Assistance with costs for additional curriculum trips and resources that would improve the attainment of PP students. Provision of bespoke, personalised resources to PP students as necessary to support learning and achievement. Early and additional guidance is offered to PP students to ensure that they can be supported to pursue aspirational futures. 	<ul style="list-style-type: none"> All students have access to school resources irrespective of disadvantage to enrich their curriculum and remove barriers to learning and achievement. 80% students achieve FFT 'Aspire 20'
Total Allocated Expenditure 17/18	£320,000	Our Pupil Premium budget and strategy is reviewed annually. The next review will be September 2018.		