



PUPIL PREMIUM AND YEAR 7 CATCH PREMIUM INFORMATION 2016/17

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 (2015-2016) are as follows: those who are recorded as FSM (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.' Department for Education.

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; Ofsted guidance 'The Pupil Premium – How schools are spending the funding successfully to maximise achievement' February 2013); Ofsted guidance 'The Pupil Premium: an update' (July 2014); Guidance on Ofsted Inspection of Use of the Pupil premium (January 2014); Pupil premium: funding and accountability for schools (September 2016); the Sutton Trust Education Endowment Foundation Teaching and Learning Toolkit 2015; The Pupil Premium - Next Steps Sutton Trust

and Education Endowment Foundation (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.

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 2016-17 is as follows:

Disadvantaged Students

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

£1900 Children Looked After (CLA)

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

Service Children

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

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) — previously a level 4 — in reading and maths by the time they leave primary school. This change has led to a greater number of students falling below the expected standard in 2016 (47% of Yr 7 children nationally) The total catch up premium for this academic year has been frozen at the allocated amount for 2015-16 while the government confirms its strategy for the future. 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. Based on this our numbers for this academic year 2016/17 are:

369/890 = 41% Key Stage 3 & 4 students are in receipt of Pupil Premium (Sept 2016)
19 / 190 = 10% Year 7 students are entitled to catch up funding for reading (Sept 2016)
23 / 190 = 12% Year 7 students are entitled to catch funding for mathematics (Sept 2016)
6 / 190 = 3% Year 7 students are entitled to catch up funding for both reading and maths (Sept 2016)

Pupil Premium Use in 2015/16

Our expenditure for Pupil Premium in the Academic Year 2015/16 was £334,438.00.

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

- Literacy groups for students with low reading ages in Years 7 and 8 taught by qualified English teachers.
- Numeracy groups for students with low reading ages 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.
- Year 6/7 transition support through allocation of an SSA (Student Support Assistant) to each Year 7 tutor group.
- Year 6/7 Summer camp to aid transition, literacy and numeracy for targeted students.
- 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 in literacy and numeracy.
- There is a systematic approach to the teaching of Literacy, library skills & reading programme for all Key Stage 3 students.
- Anger Management groups for students in need of strategies to cope in and out of the classroom in Years 7 – 11.
- 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 Pupil Premium students.
- 1:1 pastoral and / or academic intervention for targeted students at risk of not achieving their FFT Aspire (Fischer Family Trust) targets.
- All groups are targeted to achieve FFT Aspire through quality first teaching.
- Specialist intervention teachers in English, Maths and Science 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.
- Personalised curriculum with access to vocational learning qualifications for Year 11.
- 1:1 support in French and Spanish from the Modern Foreign Languages Assistant.
- Staffed lunchtime and after school homework clubs for targeted students who have difficulty in completing homework due to lack of resources, lack of suitable space, lack of suitable help / interest at home etc.
- 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 both counselling and coaching to our vulnerable students, full time.
- On site family therapy provision from a qualified Educational Psychologist
- Training of Year 12 mentors to support identified students in Years 7 - 11.
- Provision of pastoral support through in school counselling, family therapy, 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 11 students undergo a Mock Interview as well as receiving an employability skills based vocational qualification.
- 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 has overview of funding allocations, PP interventions and the impact.
- Designated Senior Leader to receive PP training to remain updated.

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

Year 11 Pupil Premium students' attainment

- 30.91 % achieved 5+ A*-C passes including English and Maths
- 12.06% achieved A* - A GCSE grades
- 28.73% achieved A* - B GCSE grades
- 54.51% achieved A* - C GCSE grades
- 3.64% achieved 5+ A*-A
- 50.91% achieved 5+ A*-C passes
- 7.27% achieved the Baccalaureate
- Value Added score of 1002.75
- Progress 8 score of - 0.09
- Attainment 8 score of 4.57

Year 11 attainment gaps between Pupil Premium and Non Pupil Premium students

- Value Added gap = 16.35 (from 14.74 2015)
- 5xA*-C (EM) gap = 29.6% (from 29.6% 2015)
- 5xA*-C gap = 21% (from 27.1% 2015)
- Progress 8 gap = 0.24 (from 0.26 2015)
- Attainment 8 Gap = 0.33 (from 1.13 2015)

Year 7 Catch Up Students:

- 73% of Year 7 students receiving catch up lessons in reading made 1.5 years progress (more than the expected 1 years progress expectation of all students) by the end of Year 7. 87% made expected progress.
- 70% of Year 7 students receiving catch up lessons in maths made 1.5 years progress (more than the expected 1 years progress expectation of all students) by the end of Year 7. 100% made expected progress.

'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

KS3 Students

- The majority of PP students are performing in line with non PP in most 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.'

Attendance:

Attendance of PP students 2015 – 2016 = 94.44% (93.94% 2014 – 2015). The National Average 2015 FSM attendance = 91.5%. Our attendance PP v NPP gap = 2.5%. The National Average 2015 FSM v NFSM gap = 3.8%.

'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 2015 – 2016

Income	Total
Pupil Premium	£319,438.00
Catch-up Premium	£15,000
Total Income	£334,438.00

Expenditure Items	Year end position 2015-16
Catch up classes & associated resources	£35,500.00
Dedicated Student Support	£69,871.00
Alternative Education Provision	£30,000.00
Teaching, Learning, Intervention	£49,379.00
Staffed Independent Study Time	£5,000.00
Staffing	£107,148.00
Pastoral Support	£27,000.00
Additional Resources	£10,540.00
Total Expenditure 15/16	£334,438.00

Total Income 15/16	£334,438.00
Total Expenditure 15/16	£334,438.00
Carried Forward	£0.00

Pupil Premium Proposed Income and Expenditure 2016 - 2017

369/890 = 41% Key Stage 3 & 4 students are in receipt of Pupil Premium (Sept 2016)
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<u>Expected Income for 16/17</u>	Total	
Pupil Premium		£299,500.00
Catch-up Premium		£15,500
Total Expected Income		£315,000.00

<u>Expenditure Items</u>	Amount allocated 2016-17	Rationale	Proposed Action	Success Criteria
Catch up classes & associated resources	£47,000.00	<ul style="list-style-type: none"> This academic year 10% of Year 7 students are below the standards we have set for them in reading and 12% in maths. 3% are below in both reading and maths. Funding will be used to ensure that 80% of these low attainers make 1.5 years' (3 sub levels) progress in reading, writing and numeracy in Year 7 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	£56,500.00	<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 20' 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 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. 	<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'

Alternative Education Provision	£20,000.00	<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	£84,000.00	<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 20' 	<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	£10,000.00	<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	£75,650.00	<ul style="list-style-type: none"> National statistics indicate that disadvantaged 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. 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"> SVP with responsibility for PP in post. 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. 	<ul style="list-style-type: none"> The pupil premium funding is spent effectively and the gaps in attainment between PP and Non PP are reduced 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	£16,350.00	<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 2.5 days a week. 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)	£5,500.00	<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 	<ul style="list-style-type: none"> Music lessons for 1 x PP (CLA) Year 9 student English and Maths tuition to be implemented for 1 x PP (CLA) Year 11 student. Assistance with costs for additional curriculum trips that would improve the attainment of PP students. Provision of bespoke, personalised resources to PP 	<ul style="list-style-type: none"> All students have access to school resources irrespective of disadvantage to enrich their curriculum and

		<p>attainment, thereby affecting learning and achievement.</p> <ul style="list-style-type: none"> 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. 	<p>students as necessary to support learning and achievement.</p> <ul style="list-style-type: none"> Early and additional guidance is offered to students eligible for the Pupil Premium Grant to ensure that they can be supported to pursue aspirational futures. 	<p>remove barriers to learning and achievement.</p> <ul style="list-style-type: none"> 80% students achieve FFT 'Aspire 20'
Total Allocated Expenditure 16/17	£315,000.00	Our Pupil Premium budget and strategy is reviewed annually. The next review will be September 2017.		

Pupil Premium Website Statement Glossary

Acronym	Meaning
CLA	Child Looked After by the Local Authority
CPD	Continuing Professional Development
DfE	Department for Education
EHWB	Emotional Health and Wellbeing
EM	English and Maths
FFT	Fischer Family Trust
FSM	Free School Meals
HLTA	Higher level Teaching Assistant
ICT	Information and Communication Technology
KS3	Key Stage 3
KS4	Key Stage 4
KS5	Key Stage 5
LRC	Learning Resource Centre
MoD	Ministry of Defence
NFSM	Non Free School meals
NPP	Non Pupil Premium
PCLA	Post Child Looked After by the Local Authority
PiXL	Partners in Excellence
PP	Pupil Premium
PSHEE	Personal, Social, Health and Economic Education
SSA	Student Support Assistant
Sutton Trust EEF	Sutton Trust Education Endowment Foundation
WRL	Work Related Learning