

Pupil Premium Spending Summary 2016/17

Strategy	Cost	Description & Rationale	Intended Outcomes	How Impact is to be Measured	Impact
Inclusion Leader	£33,200	Part Funding. To address the learning needs of FSM students (through coaching and small group intervention) to support students to effectively engage with the low cost strategies (above) delivered by teachers and tutors.	PP students are supported through individually designed mentoring packages and social/emotional programmes to enable them to access learning effectively and maximise progress in school.	Increase in self-awareness and learning strategies for students. Reduction in low behaviour scores in class. Reduction in number of FTEX or PEX. Reduction in behaviour incidents. Progress of Pupil Premium cf. non-Pupil Premium students.	PEX: 2/7 were PP students FTEX: increase from 4 to 5 FTEX (ave/week) But reduction in lost days to FTEX from 13 to 8 days (ave/week)
Heads of House	£55,000	Part funding of Heads of House posts. To lead on and support school centred interventions; to monitor attendance and punctuality; to facilitate restorative justice meetings; to develop and maintain effective partnerships with parents/carers, external agencies and the wider community to improve students' learning and personal development.	Pupil Premium students are supported to make greater levels of progress and barriers to learning or attendance caused by deprivation are reduced. Particular focus on delivering reliable daily support to enhance achievement of students.	Increase in levels of expected and good progress. Improved attitude to learning scores in lessons. Reduction in behaviour incidents. Increased attendance and punctuality to lessons. Progress of Pupil Premium cf. non-Pupil Premium students.	Summer 2017 Exams: PP Basics 9-4 30% (down from 32%); PP/Non PP Gap Basics 9-4 21% (down from 24%); PP Basics 9-5 17%; PP/Non PP Gap Basics 9-5 9%. PP P8 -1.13 (up from -1.40) Mar 17: PP Basics up from 32% (2016) to 39%, PP/NonPP Basics gap down from 24% (2016) to 10%, PP VA up from 920 (2016) to 1014 and PP/NonPP gap down from -55 to +30, PP P8 up from -1.25 (2016) to -0.39, PP/NonPP P8 gap down from -.69 (2016) to +.03 PP attendance up from 87.5% (2015/16) to 89.3% (YTD) and 92.1% wb 20 Mar. PP PA down from 46% (2015/16) to 34.3% (YTD) and 22.9% wb 20 Mar Mar 17 YTD A2L nonPP ave 2.38, PP ave 2.49

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Family & Student Support Worker	£16,200	To provide individual mentoring for weaker and underachieving students based on the AfA approach. This involves close liaison and engagement with parents through 'structured conversations'.	Home visits and support with CAF process, reintegration and student support plans. Pupil Premium students and their families are supported back into routines, increasing attendance at school and ensuring progress can be made. A number of vulnerable students, including several with PP are supported to overcome difficulties.	Improved engagement with some of the hardest to reach families. Anonymous case studies of success with students show: increased self-confidence, improved attendance, improved attitude to learning scores, greater involvement in wider activities and, ultimately, improved achievement.	
Academy Leader Raising Achievement Leads	£40,000	Part funding of Raising Achievement Leader posts: focusing not just on removing barriers to learning, but on tracking and enhancing the achievement of students. Deep involvement with families and ensuring any disadvantage for PP students is reduced.	Work tirelessly to ensure all students are supported to attend and achieve. PP students are supported to make greater levels of progress and that they do not have any barriers to learning or attendance	Increase in levels of expected and good progress. Improved attitude to learning lesson scores. Improved attendance	<p>Summer 2017 Exams: PP Basics 9-4 30% (down from 32%); PP/Non PP Gap Basics 9-4 21% (down from 24%); PP Basics 9-5 17%; PP/Non PP Gap Basics 9-5 9%. PP P8 -1.13 (up from -1.40)</p> <p>Mar 17: PP Basics up from 32% (2016) to 39%, PP/NonPP Basics gap down from 24% (2016) to 10%, PP VA up from 920 (2016) to 1014 and PP/NonPP gap down from -55 to +30, PP P8 up from -1.25 (2016) to -0.39, PP/NonPP P8 gap down</p>
Student Receptionist / Attendance Officer	£9,500	Supporting students and families where barrier to achievement is attendance. Working with families to raise aspirations and engagement in education	Enable more PP students to realise the importance of attendance in aspirations and achievement and develop a 'high attendance culture'.	Attendance of PP will rise over time to be at least in line with peers. Attendance of all will be above 95%	2017: Improved punctuality. PP attendance improving as impact of more rigorous systems kicks in: PP attendance up from 87.5% (2015/16) to 89.3% (YTD) and 92.1% wb 20 Mar. PP PA down from 46% (2015/16) to

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Attendance Procedures	£0	To develop more consistent monitoring of, and response to 1st & 2nd day absence for PP students through introduction of more rigorous systems for monitoring and tracking attendance, intervention & punctuality.	Enable more PP students to realise the importance of attendance in aspirations and achievement and develop a 'high attendance culture'.	Attendance of PP will rise and PA will drop over time to be at least in line with peers. Attendance of all will be above 95%	2017 attendance: PP 89% (up from 87.5%) PP PA 33% Mar 17: Improved punctuality. PP attendance improving as impact of more rigorous systems kicks in: PP attendance up from 87.5% (2015/16) to 89.3% (YTD) and 92.1% wb 20 Mar. PP PA down from 46% (2015/16) to 34.3% (YTD) and 22.9% wb 20 Mar
Education Welfare Officer	£1,224	Supporting students and families where there are significant barriers to attendance. Supporting Raising Achievement Leaders to work with families to raise aspirations and engagement in education.	Enable those PP students with the greatest needs to realise the importance of attendance in aspirations and achievement and develop a 'high attendance culture'.	Attendance of PP will rise over time to be at least in line with peers. Attendance of all will be above 95%	2017: Improved punctuality. PP attendance improving as impact of more rigorous systems kicks in: PP attendance up from 87.5% (2015/16) to 89.3% (YTD) and 92.1% wb 20 Mar. PP PA down from 46% (2015/16) to 34.3% (YTD) and 22.9% wb 20 Mar
Truancy Call	£2,000	To provide immediate daily absence information for parents of PP students: improving safety and encouraging parental engagement with developing a 'high attendance culture'.	Improved attendance and punctuality of PP students and reduced number of 'broken weeks'.	Attendance of PP will rise over time to be at least in line with peers. Attendance of all will be above 95%	2017: Improved punctuality. PP attendance improving as impact of more rigorous systems kicks in: PP attendance up from 87.5% (2015/16) to 89.3% (YTD) and 92.1% wb 20 Mar. PP PA down from 46% (2015/16) to 34.3% (YTD) and 22.9% wb 20 Mar
CEIAG Coordinator	£15,000	Careers Education, Information Advice & Guidance support. To coordinate and provide	Enable more PP students to realise the enabling power of education and that what they do now directly impacts on	Number of NEETs over time. Expected and good progress of PP students. Improved focus on aspirations and	2017 PP destinations strong: 0% NEETs

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		opportunities for students to explore and develop individual curriculum and careers pathways.	their future. Reduce the number of NEETs.	pathways within the Academy.	LAP PP: 100% of the PP students' destinations were at Level 2+ and 2/3 (66%) were at Level 3; MAP PP: 66% (4/6) students' destinations were at Level 3; HAP PP: 100% of students' destinations were at Level 2+ and 89% (8/9) at Level 3.
School Trips	£2,000	To support students with the costs of educational visits and enrichment activities.	Broader holistic experience of highly memorable activities, building self-esteem, developing team work and raising aspirations, especially for Higher Education	Reduction in number of PP students who do not attend trips/rewards events for any reason. Increased % PP engaged in subject, evidenced through progress made.	2017: 20 trips subsidised for PP students totalling £500+
Mint Class seating plan tool for teachers.	£750	Introduction of a more efficient seating plan system to allow teachers to prioritise PP students within the classroom to maximise support and provision.	Contextual information and student progress data is more easily integrated into seating plans to inform and drive teacher planning for PP students.	Increase in levels of expected and good progress. Improved attitude to learning scores in lessons. Reduction in behaviour incidents	2017: A2L nonPP ave 2.38, PP ave 2.49
Show My Homework	£1,000	Online tool for setting, tracking and submitting home learning rationalises and clarifies what work has been set. This will mean that access to, and submission of home learning is less reliant on student organisation.	Students are able to organise and track their home learning work load which is also available for tutors, Heads of House and parents to access and provide support. Students provided with high quality on line learning resources.	No gap between non PP and PP students regarding home learning submission rate and quality of work produced.	2016/17: Some evidence that student engagement with home learning has improved. PP gasp reduced from intake evidenced in Y7ARE tests
Music Lessons	£1,700	70% contribution (£50 per term) towards individual musical instrument lessons	Learning new skills and an appreciation of music for pleasure. Increased self-esteem (especially in conjunction with the opportunities for students to perform in the Academy).	Uptake of instrument lessons will continue to rise with a greater proportion of PP students involved in lessons and academy events and productions.	10 students supported with music lesson fees cf to 10 in 2015/16 and 2 in 2014/15.

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			Students exposed to alternative activities which broaden the school experience, developing discipline and resilience.		
KS4 Individual Support	£2,100	£30 per KS4 student to provide the flexibility to deliver bespoke support for individuals as appropriate and as identified through monitoring and prioritising procedures.	Small fund allocated for each PP student per year to support learning needs, affiliation and self-esteem.	Funding support provided for equipment eg revision guides, text books, laptops, bus fares & contributions to school trips raises the level of engagement and access for PP students and which in turn raises the quality of dialogue between PP students, teachers and parents regarding learning needs and solution focussed approaches.	2017: £2,150 contribution to individual support for PP students for eg: revision guides, text books, school uniform, DT materials, calculators, pencil cases & stationery.
Thrive Subscription	£100	The Thrive Approach draws on current neuroscience, recent attachment research, current studies of effective learning and current models of child development – in order to help adults understand children's behaviour as communication.	It is an integrated approach; its strength is that it pulls together work from different disciplines to provide one model that is systematic, dynamic and relevant and helps adults respond to a child's emotional situation in a way that supports their emotional and social development.	Students with significant emotional and behaviour needs are supported to accept responsibility for their actions. This impacts on behaviour, on relationships, on being available to learn and on being productive and engaged in human society.	Thrive practitioner appointed. Anecdotal evidence of improvements with PP students in Y7 and Y8 – reducing behaviour linked to social and emotional issues.
Maths Mangahigh subscription	£1,100	To provide KS3 students with access to quality maths support within academy hours. Students gain access to ICT interactive package in KS3 alongside their peers	Students attend lunchtime sessions in ICT suites to allow them time to compete and learn alongside peers and gain confidence in the subject.	Students gain confidence in the application of mathematical concepts and thus achieve better outcomes in lessons and internal/external assessment	2017 Exams: PP 40% Grade 4+ / non PP 60%
Maths intervention materials	£100	Maths intervention sessions focus on the teaching behind and origin of key formulae. Students then display the	KS4 students are invited to lunch sessions to design banners for presentation in	Students gain confidence in the application of mathematical concepts and thus achieve better outcomes	2017 Exams: PP 40% Grade 4+ / non PP 60%

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		formulae as a memory aid gaining access to revision opportunities and quality first tutoring.	the maths corridor and outside the exam hall.	in lessons and internal/external assessment	
Teaching & Learning Feedback	£0	An academy focus on improving the quality of feedback to students recognised by Sutton Trust as making the most difference to outcomes for PP students.	Students receive high quality feedback and respond during dedicated DIRT time at least every 2 weeks in every subject.	Students get bespoke development targets and quality time to improve their work. This generates greater independence and confidence which in turn leads to increased engagement in learning as well as increased resilience.	2017: Learning walks, work scrutiny and Challenge Partners Quality Assurance Review show significant evidence of green pen responses in DIRT time across the curriculum. Mar 17 PP HAP work scrutiny shows improved presentation & pride, stronger written feedback & dialogue, inconsistent levels of student response and an emphasis on quality rather than quantity of work.
Teaching & Learning Challenge	£0	An academy focus on improving the level of challenge for all students and, in turn, raising aspirations of PP students.	To raise belief amongst staff and students that all students are able to achieve when provided with high quality lessons and encouragement to aim high.	Greater independence and confidence which in turn leads to increased engagement in learning as well as increased resilience.	Challenge Partners Quality Assurance Review indicates that the level of challenge in lessons has improved.
Culture & Ethos: Standards of behaviour, uniform, punctuality & attendance.	£0	Introduction of more rigorous systems for improving standards of behaviour, uniform, punctuality & attendance.	Greater clarity over higher standards provides students with a more consistent set of guidelines and consequences and this, in turn provides those vulnerable students with less structure with the confidence to manage their behaviour and focus on learning.	Students make the right choices with improved behaviour, uniform, punctuality & attendance.	2017: Learning walks, lesson observations and external review indicate that behaviour in lessons (particularly at KS4) is much improved, as is uniform and punctuality, with attendance also improving.
Y11 Raising Attainment	£0	To improve the rigour around identifying underperforming Y11 students and associated intervention. To develop a	Y11 students who are underachieving are identified quickly and support is put in place, particularly in English,	Gaps, identified in Terms 1 & 2 are acted on and closed in Terms 3 & 4.	2017: evidence of improved attendance at catch-up sessions in Maths, English and Science, beyond just the

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		relentlessness around intervening and refusing to let any student fall behind.	Maths & Science. Compulsory catch-up sessions in place. Dec 16: Post mock identification of PP underperformance required. Student voice exercise required to identify barriers.		higher performing, willing students. Summer 2017 Exams: PP Basics 9-4 30% (down from 32%); PP/Non PP Gap Basics 9-4 21% (down from 24%); PP Basics 9-5 17%; PP/Non PP Gap Basics 9-5 9%. PP P8 -1.13 (up from -1.40)
Total Cost	£180,974				
PP Budget	£168,300				