

Pupil Premium 2015/2016

Number of pupils eligible	298
Amount received per pupil	£935
TOTAL PP received	£278,630

Intervention	Cost	Intended Impact	Actual Impact	Evaluation
Staffing costs to provide specific targeted data analysis of PP students compared with non-pp students.	£20,000	Close the gap between PP and non PP students in Progress 8 and 3 LOP Eng and Maths	Disadvantaged overall progress 8 score is now equal to other students at the Academy. Progress 8 score for English alone is +0.2, with disadvantaged students outperforming students nationally by nearly half a grade (Progress 8 score of +0.4). Disadvantaged students in Maths performed similarly with other students nationally.	Progress in English and Maths for Disadvantaged students is now equal to other students but attainment is still below other students. This is due to the disadvantaged cohort entering KS3 at a lower starting point on average. Increased departmental support to improve disadvantaged students progress 8 EBacc scores.
Staffing costs for RAP (Raising Achievement and Progress) meetings.	£22,000	RAP meeting minutes, keyworkers allocated to students with clear interventions that can be reviewed and evaluated for impact. PP students on target for all subjects or interventions put into place with a staff member allocated.	Key members of staff attended the RAP meetings and were allocated a caseload of students for accountability. This was then reviewed to measure impact on achievement. Progress 8 residual for disadvantaged students was 0.0.	RAP process and keyworker caseloads to be quality assured by SLT every half term and individual keyworker impact analysis to be carried out at each assessment point.
September 2015 (INSET) training Re:	£500	Teachers are made aware of underachieving pp students	JAT delivered Training and staff are aware of underachieving PP students.	Implementation of group IEP for classes

<p>focus and raise the profile to teaching staff the importance of targeting and ensuring progress of those eligible for Pupil Premium. Staffing and resources.</p>		<p>in preparation for the new year. PP students make progress and close the gap across all subjects.</p>	<p>Improvement of quality of learning and teaching and PP results.</p>	<p>3rd objective in Performance Management targets to be PP based. Mid-year reviews of this implemented.</p>
<p>LEXIA – Reading intervention programme Network version (150 licence capability)</p>	<p>£3,000</p>	<p>SEN reading data, whole school reading data and Review of student passports. Monitored by CLM, LOP. Improve the identified pupils' reading standardised scores. Attendance to registration intervention sessions is above 96%.</p>	<p>More students in Y7,8 and 9 are now using LEXIA during registration time. Some students accessed it at home but this needs to increase. Those who attended on a regular basis made good progress with Lexia and most (68%) have shown an improvement on their reading ages.</p>	<p>Increase in use of Lexia at home. Lexia report bespoke to be written termly to monitor the impact to include baseline and sub groups analysis.</p>
<p>Accelerated reading programme across KS3. Provide PP pupils in year 7, 8 and 9 reading books over the school holidays. Reading books and ICT software nfor library.</p>	<p>£6,000</p>	<p>Review the progress of the Reading Ages of all students following the accelerated reader programme. PP pupils make more than expected progress. At least 12 months in their reading age during the academic year.</p>	<p>September 2015: 47% of PP students had a reading age less than their chronological age compared to 32% Non-PP. The impact for reading will be measured at the end of September 2016.</p>	<p>Develop the reading strategy to improve the reading ability of Pupil Premium students and close the gap.</p>

Literacy Coordinator Support		<p>Gap closes between current levels of attainment and target levels in most for PP students.</p>		
Numeracy support through additional Maths intervention for KS4.	<p>£5,000</p>	<p>Half termly monitoring of assessment data. Maths department interventions.</p> <p>Raise % of PP pupils achieving their Maths GCSE target grade above 66% (compared to Non PP 75%). Aim to be above national figures.</p>	<p>Maths intervention put into place by JAK, DAB and CLM. Mentors and Maths TA was used in addition to maths department booster classes.</p> <p>Progress 8 score for Maths alone is +0.3. Expected progress for all ability groups is above national average with disadvantaged students in Maths performing similarly with other students nationally.</p> <p>More than expected progress in maths for all ability ranges is around national average with middle ability disadvantaged students performing equally to other Excel Academy students and better than 'other' students nationally.</p> <p>Approximately half of the disadvantaged cohort attain C or better in Mathematics, similar to national average</p>	<p>Continue with as necessary. There will be a particular focus on the small cohort of high ability disadvantaged students for 2016-17.</p>
Continue to provide vulnerable KS4 pupils with personalised mentoring	<p>£36,000</p>	<p>Mentor meetings of PP pupils.</p> <p>PP pupil's progress and attainment is in line with pupils nationally. Raising aspirations of pupils. Ensuring gap between PP and non PP pupils is below national average. No variation in school. Pupils are well prepared and motivated for their</p>	<p>PP mentoring took place on a 1:1 basis with PP mentors. Students were allocated through RAP meetings, HOY referrals and data analysis. PP mentors were keeping records of discussions and informing parents.</p> <p>The vast majority of students who received mentoring made expected progress in English and Maths with a few exceptional cases.</p>	<p>Continue with. C. Poole to co-ordinate. Impact of interventions to analyse what worked and didn't work with more scrutiny. PP mentors to join the welfare team in offering Early Help to families if needed.</p>

		exams. Developing their independent study skills and enabling them to become better learners.		
Continue to provide year KS4 pupils with half term and Easter revision classes.	£10,000	Raising aspirations of all pupils. Ensuring gap between PP and non PP pupils is below national average. No in school variation.	Feb half term classes have been provided by Science Easter classes were provided by PA, DT, Art, Science, English, Maths, History, RE, MFL, PE, Geography and IT/business. Progress 8 scores showed that disadvantaged students made the same amount of progress as other students.	Easter classes made an impact on disadvantaged student progress and will be offered again in 2016-17.
Summer school opportunity for Y6 transition	£6,000	All pp students have the opportunity to access summer school to support with transition and to ensure students continue with literacy and numeracy progress. Decrease in numbers of students who go back below a level 4.	SLT specified that more emphasis on English and Maths was needed this year as summer school funding has been stopped by the government so the Academy used PP budget to fund this. Impact of the summer school will be analysed at the 1 st data collection point to see the impact summer school had on Maths and English progress.	Summer school to be continued.
SLT assertive mentoring	£5,000	Focus PP student's achievement to be on target for all subjects.	All students who received SLT mentoring made at least expected progress based on progress 8 data.	SLT to mentor Y11 underachieving disadvantaged students during 2016-17.
Breakfast club Staffing and food/drink	£12,000	PP students have access to breakfast and nurturing environment to set them up for the school day. Attendance improves and concentration in lessons is better for those who are provided for.	Breakfast club was successful and was attended well. Students were happy with the provision and appreciate this positive start to the day. It has also had a positive impact on attendance.	Breakfast club to continue.

Provision mapping tool to record all interventions and includes costing reports. SIMS integration - £120 Provisionmap.co.uk	£1300	Provisions are recorded with costing to track effectiveness and value for money. This will inform future planning of interventions.	Provision for PP students is now recorded on the provision map tool. Costing is also tracked and monitored through this.	Continue and develop usage.
Weekend intervention sessions in a range of subjects to support preparation for exams, including coursework.	£2,000	Underachieving PP pupils in year 11 are targeted to improve attainment and attitude towards target grades.	Disadvantaged students who attended weekend classes made expected progress with some achieving above in some subjects.	To be looked at all year round rather than at exam point to ensure PP students have an opportunity to make progress outside of normal school hours.
Continue to provide support and mentoring for vulnerable pupils including TAs, attendance EWO, welfare, educational psychologist and other agencies.	£74,500	PP pupil's engagement in school and learning. PASS survey, attendance and attainment monitoring. Pupil's well-being, academic progress, mental health, attendance and stress management is improved impacting positively on pupil progress.	External agencies that have provided support to include: EPS, EWO, EWA, Young Minds and STAR. Welfare team run Early help, CP and CIN meetings (Currently 27EH, 22CIN, 2CP) PASS survey completed but needs to be evaluated.	Develop spreadsheets and data analysis tool to see the impact of each agency intervention and behaviour/attendance post intervention.
Provision of homework club for KS3 & KS4.	£2,000	PP pupils reduce instances of 'no homework'. Improve levels of progress made towards target levels.	Homework club was run at lunch and has become more popular. Average number of students attended was 22 per day.	Analysis of show my homework. Form tutor involvement to get PP students attending
Taxi transport – to and from school	£2,000	Improved attendance and punctuality.	Improved punctuality to school for ND (late 24% of the time prior to taxi and 11% post). Other student's attendance rose by 20%.	Spreadsheet to analyse impact of attendance initiatives and compare. Bus Passes to be investigated. Further use of this intervention.

Continue to offer a full range of trips and activities across all year groups. Using some of the PP funding so PP pupils can access these opportunities.	£4,000	PP pupils are able to engage in school trips that are a necessary part of the curriculum. Monitor PP pupils who attend trips and activities. Monitor subject data.	Various trips have been carried out. Departments applied for PP funding via the new PP funding application form. This was then added to the provision mapping tool to track impact of effectiveness. CLM authorised funding and gave first priority to those PP students who were underachieving.	To gather student voice prior to trip.
Provide enrichment opportunities for the most vulnerable PP pupils including a variety of music lessons.	£5,000	Increase confidence and experiences of PP pupils to help raise their aspirations and make expected academic progress.	Music lessons have been funded and are attended well. PP students are engaged and their confidence has improved as well as their musical ability. Most of the senior prefects take performing arts as an option so the impact is very positive if students are engaged lower down the school	Investigate and track exam success with ABRSM.
Continue to provide PP pupils with the opportunity to take part in the Duke of Edinburgh Award. Providing registration fees, equipment and additional support where appropriate.	£3,500	Increase number of PP pupils taking part and completing the Duke of Edinburgh Award.	Currently 29 students doing Duke of Edinburgh and 33% are PP.	Increase numbers for next year.
Continue to provide uniform, shoes and equipment support as appropriate.	£25,500	All students will have equipment for the school day and correct uniform and will be ready to learn.	Number of 7s on SIMS reduced. Welfare lend uniform out every day for those who cannot provide. The huge majority are PP students.	Develop form sweeps
Continue to provide KS4 pupils with revision guides. Internet and ICT support.	£12,900.	PP students all have revision guides for each subject they study to improve attainment in external assessments.	English requested funding for lang and lit revision guides. All PP students had been issued with these.	Revision guides to be provided in all subjects.

<p>Provide PP pupils with the opportunity to borrow a laptop to complete homework.</p>				
<p>Continue to provide all PP pupils with career guidance and advice. Introduction of careers interviews for all PP pupils in year 8 before selecting their options for KS4 study. All year 10 PP pupils continue to have career interviews. Vulnerable year 9 & 11 PP pupils to have careers interviews as required.</p>	<p>£11,400</p>	<p>1-2-1 interviews for all PP pupils in years 8 & 9. Monitor option and pathway choices for PP and non PP pupils Increase number of PP pupils taking the EBACC in line with Non-PP pupils. All PP pupils in year 8 receive careers guidance before completing their options. Suitable support provided for Y10 students when organising WEX. All PP pupils in year 10 and 11 to receive tailored careers interviews.</p>	<p>Career advisors had seen all Y11 PP students and are now working with Y10 – giving priority to PP students.</p> <p>NEET figures to be published in November to ascertain impact.</p>	<p>To continue with.</p>
<p>Reading books for all abilities and appropriate age ranges</p>	<p>£5,000</p>	<p>Access reading test and accelerated reading programme to monitor improvement in reading levels. LRC is well stocked with reading books to ensure accelerated reading programme can continue to be successful. Students who are PP have a reading book to</p>	<p>More pupils accessing the LRC and borrowing books – see library book usage section on main head teacher report.</p> <p>Disadvantaged students borrowed more books than in previous years which demonstrates a culture of ‘a love for reading’ is growing.</p>	<p>To be continued. Information on disadvantaged student book borrowing to be compared with other students.</p>

		take to lessons as part of their school equipment. Reading standardised scores improve		
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2016 -17

The key objectives for moving this agenda forward:

- Targeting the funding well from the outset
- Strengthen teaching typicality so all groups of learners (particularly PP/ SEN) make good or better progress.
- Effective intervention classes and individual tuition to improve achievement in English and mathematics
- Ensuring that teaching assistants help to raise standards
- Minimising barriers to learning and achievement
- To promote the active involvement of Governors
- Effective monitoring and evaluation of the impact of spending
- Carefully planned summer schools with a clear purpose

This will be done through a clear Disadvantaged Plan which looks at:

- Whole Academy strategies
- Individual strategies
- Long term strategies
- Short term strategies
- Literacy and Numeracy strategies
- Pastoral strategies