

Pupil Premium Impact Document 2014-15



Objective	Success Criteria	Impact
<p>Targeting the funding well from the outset through analysis of data (closing the gap, accelerating progress of PP students)</p>	<p>Y11 – PP Students</p> <p>TARGETS – Less than <15% 5A*-C (GAP between PP and Non PP)</p> <p>60% 5A*-C Eng+Ma</p> <p>3+ LOP En (GAP <5%) >70% (currently 20% gap)</p> <p>3+ LOP Ma (GAP <5%) >65% (currently 22% gap)</p>	<p>During 2013/14 there was a 20% gap between PP and Non-PP in English. Whereas during 2014/15, the gap was 17% which means a reduction of 3%.</p> <p>2013/14 the gap between PP and non-PP in Maths was 22% whereas during 2014/15, the gap was 13% which means a reduction of 7%.</p>
<p>Strengthen teaching typicality so all groups of learners (particularly PP/ SEN) make good or better progress</p>	<p>Y10-PP Students</p> <p>Targets</p> <p>3+ LOP Eng: 80%</p>	<p>The Academy regularly identifies those who are underachieving through the RAP meeting (Raising achievement and Progress). PP Students are allocated appropriate intervention and/or a learning mentor to ensure they are supported to get back on track with their achievement.</p> <p>Y10 was a particular focus and this has shown a positive impact as their projected progress 8 residual is positive.</p> <p>100% Y11 PP students are currently predicted to achieve at least 3+ levels of progress in either iGCSE English, GCSE English Language or Literature.</p>

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<p>Effective intervention classes, small groups and individual tuition to improve achievement in English and mathematics</p>	<p>4+LOP Eng: 40%</p> <p>3+LOP Maths: 60%</p> <p>4+LOP Maths: 30%</p> <p>Teaching is good or better</p> <p>Teaching ensures all students make at least good progress.</p>	<p><u>89% of those PP students who received extra intervention or 1:1 tuition achieved 3+ Levels of progress</u> in English and/or Maths.</p> <p>44% achieved 3+ levels of progress in English 11% achieved 4+ levels of progress in English</p> <p>54% achieved 3+levels of progress in Maths 13% achieved 4+ levels of progress in Maths</p> <p>Maths interventions were provided by specialist Maths teachers, TAs and an external company.</p>
<p>Ensuring that teaching assistants/learning mentors/intervention teachers help to raise standards</p>	<p>Frequent QA to show they add value to learning and teaching and don't hinder progress. Interventions show pre and post impact. In addition development and support to ensure effective intervention occurs.</p>	<p>Teaching assistants are frequently observed to ensure effective practice takes place. CPD identified and offered if needed.</p> <p>All interventions delivered by TAs are research evidence based programmes. Each has a baseline and an end point assessment to show impact. PP SEN data shows that the majority make good progress.</p>
<p>Minimising barriers to learning and achievement (attendance, behaviour, welfare, reducing exclusions)</p>	<p>PP attendance improves from 93.50% to 95% (National average for all students).</p>	<p>The percentage of sessions missed due to absence for PP students was 8% which is slightly higher than 7.5% nationally. The Academy has employed an educational welfare assistant to work with the EWO to target students with attendance below 90%. An attendance mentoring system has also been put into place.</p>

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		<p>The percentage of PP fixed term exclusions is 15.84% which is below national average (16.47%).</p> <p>The percentage of pupils with 1 or more fixed term exclusion is 7.92% which is also below the national average (8.34%).</p> <p>The percentage of permanent exclusions is 0.33% which is slightly below national average (0.34%)</p>
To promote the active involvement of Governors and parents/carers	Governors are well informed about Pupil Premium spending, meet frequently with the lead.	<p>Regular reporting to governors ensures they are well informed about PP spending and achievement.</p> <p>Governor oversight and scrutiny meetings with SLT link take place termly to ensure student progress and spend is being rigorously challenged.</p>
Effective monitoring and evaluation of the impact of spending	The Academy tracks spending and interventions effectively. There is an effective set of strategies which show impact.	<p>Monitoring and evaluation takes place after every snapshot of data collection to ensure all PP students who are underachieving receive appropriate intervention. All interventions have assessment methods to show impact. This includes teacher assessment, standardised testing along with social/emotional measurement tools.</p> <p>Spending is tracked and monitored through a web based provision mapping tool.</p>