

Pupil Premium Statement Plan and Impact Statement

Pupil Premium Statement

Schools and Academies receive a Pupil Premium Grant to support their work in tackling underachievement by disadvantaged pupils.

We will work hard to support disadvantaged pupils. We will regularly review our actions and their impact and add or remove initiatives to ensure continued success, raised aspirations and to limit social exclusion.

Principles

- We are committed to 'diminishing the achievement gap' between all pupils and any specific cohort or group of pupils.
- We will ensure teaching and learning opportunities meet the needs of our pupils and that attendance is at least in line with national average
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this ensures that the needs of pupils are adequately assessed and addressed.
- We reserve the right to allocate the Pupil Premium Grant to support any pupil or group of pupils we have legitimately identified as being disadvantaged.
- Funds will be allocated following an analysis which will identify priority groups or individuals.
- Not all eligible pupils will be in receipt of Pupil Premium interventions at one time.

Information and plan for 2018/2019 Academic Year

As of 13/11/2018 about 30% of our pupils are eligible for pupil premium.

Year 7 – 37% eligible for pupil premium

Year 8 – 36% eligible for pupil premium

Year 9 – 33% eligible for pupil premium

Year 10 – 30% eligible for pupil premium

Year 11 – 25% eligible for pupil premium

Year 12 – 21% eligible for pupil premium

Year 13 – 3% eligible for pupil premium

Pupil Premium Funding:

For the 2018/ 2019 Academic Year, we expect to receive £387,832

Strategy 2018/ 2019 Academic Year:

We will use a range of initiatives that are evidenced to demonstrate an impact on the achievement of disadvantaged pupils. We will continually review them and add or remove initiatives to ensure continued success, raised aspirations and to limit social exclusion.

Initiatives to be expanded in the 2018/2019 Academic Year include:

- Additional reading interventions will support reading advancements for all
- Uniform, Physical Education sports kit and essential equipment (including study guides in KS4 and text books in KS5)
- Curriculum support – additional and targeted provision with subject teacher and learning mentors for students at KS3 where the rate of progress is not as expected
- Curriculum trips part-subsidised to prevent social exclusion and offer breadth of opportunities.
- Careers advice and guidance provision will be developed to give advice to students from Years 9 – 13, both as groups and individually, to reduce the risk of any student becoming a NEET
- Provision for more able disadvantaged students will be enhanced by the Lead Teachers where available and designated pupil champions

- Increased wrap-around provision to support and engage vulnerable pupils in academy life and their studies. This will include extended opening hours before and after school of the Independent Learning Centre and a breakfast club to target disadvantaged boys
- Individualised support programme for a small part of the cohort, dependent upon need
- External programmes to support progress including online mentoring and additional qualifications
- Individual Mentoring, including peer mentoring, linked to the Human Utopia training events

Planned Expenditure for 2018/19

The table below provides details on how we plan to use this funding for this group of students in 2017/18. Each intervention and its costs are set out within the Pupil Premium Action Plan. This will include details of where these costs have been posted within the Academy's accounting ledger. C/E = Costing Element

C/E	Intervention / Rationale	Staffing	Resources
1	Learning Mentors	£52,000	£4,000
	Learning mentors are employed to provide targeted support in the classroom and time to further improve progress and attainment in key subject areas		
2	Attendance Team	£24,000	£4,500
	The attendance team to operate a strategic and targeted provision to improve the attendance of PP students to be in line with all others / national. This may involve providing transport where necessary.		
3	Alternative Pathway	£20,000	
	To support and accelerate progress, attendance and PD for PP students to catch up with their peers, combined with creative curriculum leader time to develop, implement and resource a curriculum model for disengaged students (6 out of 8 are PP)		
4	Senior Leadership Time	£6,800	
	Provision of time for all necessary meetings to coordinate a strategic approach to improve outcomes for pupil students, this will include termly tracking, RAB meetings, monitoring opportunities and interventions. The Director of PP to monitor the impact of all initiatives and adjust accordingly to maximise progress and attainment of disadvantaged pupils, as well as co-ordinate interventions and raise the profile of the PP needs		
5	External curriculum intervention		£10,000
	To offer a literacy programme to year 7 pupils who have not yet reached age related expectations in reading or writing. To provide a TLM qualification to KS4 students		
6	Most Able Lead		£6,500
	To provide resources and support that will raise the outcomes of the most able pupil premium students in the academy to achieve their potential		
7	Mentor Program		£250
	Focus Forty / Golden Group (PP/HAPS); a program of individual mentoring for targeted year 11 students that are not making enough progress, ensuring they receive wrap around support and co-ordinated intervention		
8	Mathematics and English Withdrawal	£26,000	
	Provide individual/small group teaching for English and Mathematics to assist students in making required levels of progress		
9	External Provision		£60,000
	Funding a cohesive program of alternative provision for students. Develop strategies to build in house alternatives to exclusions amongst vulnerable students and those with behavioural issues. This includes the use of external providers such as Rushmere and Progress School.		
10	Home Tutoring		£10,500
	Online tools used to ensure students can access learning and additional resources e.g. MyTutor		

11	Rewards		
	Purple Points to reward pupil premium students for positive behaviour, attendance and progression, and to incentivise with prizes, certificates and vouchers		£2,500
12	Curriculum Support		
	Additional and targeted provision from the Raising Standards Lead for students where the rate of progress is not as expected	£11,000	
13	Clubs		
	Ensure participation in extra-curricular clubs including swimming, sports and expressive arts, Duke of Edinburgh planned		£2,500
14	Targeted Teacher Intervention		
	Out of hours provision of subject specific tuition to pupils that are preparing for examinations in house and/or external teachers	£18,000	
15	Diagnostic Tests		
	Robust baseline testing for all students to ensure accurate and specialised assessments are provided to ensure specific support is delivered		£2500
16	Tutor or Staff to be trained		
	Provide dedicated on-site support for children with low literacy level and additional Dyslexic needs and individual mentoring; identified PP students with additional SEN are individually mentored.	£10,000	£2,000
17	Independent Learning Centre		
	Increased wrap-around provision to support and engage vulnerable pupils with their studies and independent learning	£7000	£1,000
18	Social, Emotional, Spiritual and cultural		
	Delivery of high-quality experiences to develop students' social and emotional awareness, including Human Utopia and Prison, Me? No Way!		£7,000
19	DHL – Outward Bound		
	An extended opportunity for KS4 students to develop employability skills. PP students work alongside DHL mentors on a self-esteem program		£3,000
20	Trips		
	Ensure access to all curriculum trips to prevent social exclusion and offer breadth of opportunities to PP students such as University trips		£12,000
21	Year 7 opportunities		
	Ensure access to the Y7 trip to encourage team building, confidence, leadership skills which helps embed the expectations of Academy life, encouraging students to be responsible and independent.		£5,000
22	Music Peripatetic Lessons		
	Free instrument lessons for students who have played an instrument at primary school or show a particular ability during their time at the academy		£10,800
23	Pupil Support - Curricular		
	Uniform, Physical Education sports kit, essential revision guides, catering ingredients, calculators and stationary to remove any barriers to learning or attendance		£32,000
24	Pupil Support – Welfare		
	Welfare Officers; to work with vulnerable pupils and their families to overcome potential issues and to support within the home and build the links with community services and the families to improve attendance and engagement.	£33,000	
25	Careers Support		
	Careers advice and guidance provision will be prioritised to give advice meetings to students from years 8-13, both in groups and individually, to reduce the risk of any student becoming NEET	£2,482	£4,000
Totals		£203,282	£184,550

Total PP income for academic year 2018-2019	£387,832
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Strategy

Research by the **Education Endowment Fund (EEF)** has informed the academy's disadvantaged strategy. They identified effective methods for raising the attainment and achievement of disadvantaged students, below:

EEF Strategy	Impact	What we are doing
Feedback	+9 months	Whole school focus on Priority marking, priority questioning and priority feedback and response (DIRT, Go Green).
Reading comprehension strategies	+5 months	In class work. Targeted reading interventions. Whole school focus on exam command words.
1:1 Tuition	+5 months	1:1 focused English and maths sessions with Year 11 students (all prior attainment bands).
Peer Tutoring	+5 months	Mentoring through 1:1 disadvantaged/ higher attaining students.
Homework	+5 months	A range of appropriate homework interventions to extend learning: <i>Show My Homework</i> – teachers set meaningful homework and follow up non-completion <i>Independent Learning Centre</i> – wrap around provision with Learning Mentors providing support for homework to be completed.

Monitoring Impact

Raising the attainment and achievement of disadvantaged students in the academy is everybody's responsibility. Whole school monitoring of the progress disadvantaged students are making compared to their non-disadvantaged peers nationally takes place at each Progress Check point in the academy calendar. Action Plans are developed and evaluated with the Director of Pupil Premium, Subject Leaders, KS4 Raising Standards Lead and Key Stage Directors.

Class teachers evaluate the progress of learners, specifically the disadvantaged cohort, in meetings with their line managers following each progress check; class data is analysed and priority action points identified to enable those falling behind to catch up swiftly and indicate how teachers' planning meets the needs of students entitled to pupil premium funding.

Support staff and attendance officers monitor the impact of their work to raise outcomes of disadvantaged students regularly; developing a range of approaches to identify and remove individual barriers to success.

Evidence in the classroom that shows Disadvantaged students are known to teachers

It is an expectation of all staff to know and be able to identify Disadvantaged students in classes. Disadvantaged students have priority checking and books of Disadvantaged students are marked first. Identification is indicated in sims and on the class profile sheets and seating plans which are available in teachers' Portfolio of Progress files. Annotations and feedback on students' work identify specific strategies to accelerate the learning and progress of Disadvantaged students based upon a forensic diagnosis of the gaps in content. Students engage meaningfully with teacher feedback and commit to improving their work across the curriculum as a result.

Identifying and Reporting on the Performance of Disadvantaged students

Progress is reviewed at each whole school Progress Check, as per the academy's Monitoring and Evaluation calendar, and informs the success of projects and future allocation of funding going forward. A review of the effectiveness of actions is completed by the Director of Pupil Premium and Middle Leaders and shared with the Senior Leadership Team in regular RAB (Raising Attainment Board) meetings. The Director of Pupil Premium and Senior Leaders report to the Trust and Academy Council on the effectiveness of the on-going action plan, outcomes and next steps.

Diminishing the gap: Trend of the last 3 years and Impact of Pupil Premium Expenditure 2017/18

About 33% of our pupils were eligible for pupil premium.

Pupil Premium expenditure in the previous Academy Financial Year: **£377,000**

These funds were targeted in a variety of ways to provide additional support and intervention for disadvantaged students to ensure their continued progress and academic achievement.

There have been some significant success in improving the progress and attainment of our disadvantaged students. Of course more need to be done to address some issues such as attendance and the rate of diminishing the gap in attainment as it is not fast enough.

Year	2016	2017	2018
P8 Score (All)	-0.53	-0.14	-0.24
A8 Score (All)	41.2	40.6	40.2
P8 Disadvantaged	-0.87	-0.35	-0.47
A8 Disadvantaged	33.8	35.1	34.15
National A8 Score	49.9	46	46.4

Commentary

Analysis of students working at grades in KS3 shows that students are making progress year on year between 2016/17 to 2017/18.

The uptake of Music instrument has increased by 15% from 2016/17 to 2017/18. Parental participation in school events, in particular attendance to Parents evenings have improved, for example y8 attendance improved by 10% from 2016/17 to 2018/19.

Outcomes in the Ebacc subjects are also improving and gaps are diminishing, the academy's progress in the Open element has been the slowest and therefore is a key priority for 2018/19. Part of the provision for students is to support to meet deadlines and prepare for exam elements that start in term 2.

Overall outcomes for most of our students are improving, with particularly strong progress for more able students in maths. The percentage of PP students getting 7+ in Maths in GCSE in 2017/18 were equivalent to non-PP nationally. Similarly, the performance of disadvantaged students in other subjects is also rising, but in general disadvantaged students still achieve about a third of a grade less in their studies than non-PP, this is a gap we strive to diminish. We remain ambitious for further improvements in outcomes in the year ahead. In Design and Technology for example, disadvantaged students outperformed other students (+0.29/ +0.22).

We recognise the need to keep progress of Disadvantaged students' high profile, and that more targeted intervention can to be done, Weston Favell Academy's overall progress and attainment shows an improving trend from 2015/16 to 2017/18, particularly in the English/ Maths and Ebacc elements. Disadvantaged students are making better progress than ever before as a result of targeted pupil premium expenditure and the academy's commitment to Quality First Teaching and effective feedback. Whilst the overall data is not as good as we would like, we know that the impact on most students is positive and in some cases is transformational.

We remain committed to closing the achievement gap and securing rapid improvements in 2018/19 for our Disadvantaged students in all year groups.