

Pupil Premium Impact statement 2016-17



Intervention	Cost	Projected Impact	Actual Impact
Use of recruitment and retention monies to secure Maths, English and Science specialists	£10,000	The Progress 8 score of PP students is within 0.1 points of all students' rate of progress nationally. The typicality of teaching is at least Good or better	<p>There is no data, at present, for progress of PP students nationally, however, the progress of PP students for 2016-17 was +0.14 (-0.21, 2015-16) The quality of teaching in both English and Maths was judged to be of at least Good, in their November 2016 report. Key highlights were as follows:-</p> <ul style="list-style-type: none"> • Effective teaching and positive relationships enable pupils to make good progress and achieve improving levels of attainment. • An improving quality of teaching is evident in subjects such as English and mathematics, where clear leadership, effective planning and demanding curricula are leading to much stronger rates of pupils' progress • The quality of teaching is strong and improving in many subjects. In English, teachers maintain a strong focus on key language features that support pupils in their writing and in their analysis of texts. Mathematics teaching is now much stronger, as pupils are challenged to pursue higher-level tasks and apply their mathematical reasoning to more complex problems <p>This high quality of teaching ensured that the Value Added score for the Academy was +0.30, with Maths +0.16 and English +0.08</p>
5 PDL Posts	£154,000	The Progress 8 score of PP students is within 0.1 points of all students' rate of progress nationally. Improved attendance, motivation, engagement and progress of all students in Y7-Y11	<p>Ofsted, in their November 2016 report, highlighted:-</p> <ul style="list-style-type: none"> • Improved tracking and support for disadvantaged pupils have heightened their rates of progress over a three-year period such that differences between disadvantaged pupils and other pupils nationally are diminishing. While some differences persisted in 2016, current progress of disadvantaged pupils across a range of subjects and year groups shows consistent improvement <p>This continued improvement ensured that the Value Added score of PP students was +0.14. This was a vast improvement on last year's PP Value Added score of -0.21 All PDLs supported PP students through their provision mapping, ensuring that students were constantly monitored throughout the year to ensure good attendance and engagement During 2015-16, the academy spent £60,000 on alternate provision for its students. During 2016-17, this was zero</p>
Termly external reviews commissioned to ensure high quality teaching, learning and assessment (led by a senior practicing Ofsted inspector)	£5,000	The typicality of teaching is at least good or better	<p>The typicality of teaching was judged to be of at least Good, in their November 2016 report. Key highlights were as follows:-</p> <ul style="list-style-type: none"> • Effective teaching and positive relationships enable pupils to make good progress and achieve improving levels of attainment • The quality of teaching is strong and improving in many subjects <p>With the academy achieving a 'Good' judgment from Ofsted in November 2016, it enabled the academy to attract and recruit a better quality of external staff, thus improving the quality of teaching and learning further. This high quality of teaching ensured that the Value Added score for the Academy was +0.30</p>

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<p>Appointment of a Level 3 Teaching Assistant with a focus of literacy development and English targeted intervention</p>	<p>£1,500</p>	<p>The Progress 8 score of PP students in English is at least in line with all other students nationally. Increased reading ages.</p>	<p>Ofsted, in their November 2016 report, highlighted:-</p> <ul style="list-style-type: none"> • Leaders are effectively using pupil premium funding to improve provision and support and this has led to a diminishing of differences over the past three years. Catch-up funding supports initiatives such as additional teaching assistant support and after-school reading training that are leading to improvements in reading and writing for pupils <p>This ensured that the Value Added score for English was +0.08</p>																												
<p>Appointment of a Level 3 Teaching Assistant with a focus of numeracy development and Maths targeted intervention</p>	<p>£24,500</p>	<p>The Progress 8 score of PP students in Maths is at least in line with all other students nationally</p>	<p>Ofsted, in their November 2016 report, highlighted:-</p> <ul style="list-style-type: none"> • An improving quality of teaching is evident in subjects such as English and mathematics, where clear leadership, effective planning and demanding curricula are leading to much stronger rates of pupils' progress • Mathematics teaching is now much stronger, as pupils are challenged to pursue higher-level tasks and apply their mathematical reasoning to more complex problems • Although 2016 progress in mathematics for the outgoing Year 11 was weaker, current pupils are making much stronger rates of progress. Improvements in teaching have led to bolder challenge for pupils and work over time in books reveals strong rates of progress <p>This ensured that the Value Added score for Maths was +0.16</p>																												
<p>Appointment of a Level 4 Teaching Assistant - KS4 targeted intervention</p>	<p>£1,500</p>	<p>Improved attendance, motivation, engagement and progress of target group of students. Attendance is at least 95%</p>	<table border="1" data-bbox="1736 1144 2279 1459"> <thead> <tr> <th>Pupil premium YG</th> <th>14/15</th> <th>15/16</th> <th>16/17</th> </tr> </thead> <tbody> <tr> <td>WS</td> <td>92.9</td> <td>93</td> <td>93.5</td> </tr> <tr> <td>YR7</td> <td>94.2</td> <td>95.4</td> <td>95.5</td> </tr> <tr> <td>YR8</td> <td>94.9</td> <td>95.3</td> <td>94.2</td> </tr> <tr> <td>YR9</td> <td>92.2</td> <td>93.7</td> <td>93.8</td> </tr> <tr> <td>YR10</td> <td>91.2</td> <td>90.3</td> <td>92.2</td> </tr> <tr> <td>YR11</td> <td>92</td> <td>91.1</td> <td>92.07</td> </tr> </tbody> </table> <p>Data shows an upward trend of the improvement of attendance</p>	Pupil premium YG	14/15	15/16	16/17	WS	92.9	93	93.5	YR7	94.2	95.4	95.5	YR8	94.9	95.3	94.2	YR9	92.2	93.7	93.8	YR10	91.2	90.3	92.2	YR11	92	91.1	92.07
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<p>English Residential (joint with Maths), Programme - Paper 1 Focus - how writers achieve effects sessions from TGA. Additional Resources focus on Paper 2 - imaginative writing. Staff costs, accommodation costs and resources including photocopying and stationery</p>	<p>£5,000</p>	<p>Progress 8 score across all 8 subjects to achieve at least 0.15, with non PP students achieving at least 0.1</p>	<p>This high quality of teaching ensured that the Value Added score for the Academy was +0.30, with Maths +0.16 and English +0.08 The improvement of progress in English and Maths ensured that the 5 A* - C in English & Maths measure improved from 57%, in 2015-16, to 61% in 2016-17 This continued improvement ensured that the Value Added score of PP students being +0.14. This was a vast improvement on last year's PP Value Added score of -0.21</p>																												

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Resources for English GCSE Target student (3LOP PP) Revision - Revision books, iPad/iPod/iPhone Apps, Android Apps, DVD resources	£3,000		
Lexia Reading Programme - including staff costs and license	£18,680	Increase the reading of targeted students to be inline or above their reading age	All Year 7 - 64% of students made at least progress (88/136) All Year 8 - 60% of students made at least progress (44/73) Year 7 PP students - 75% of PP students made at least good progress (51/68) Year 8 PP students - 60% of PP students in year 8 made at least good progress (26/43)
Additional funding for reprographics for English/ Maths with a major focus on assessments	£2,000	Increase the % of PP students who are on track to make at least a Progress 8 score of 0.2 above the 2016 results in English and Maths.	The Valued Added score for Maths in 2015-16 was -0.67. In 2016-17 the Vale added score rose to +0.16, an increase of +0.83 The Valued Added score for English in 2015-16 was -0.32. In 2016-17 the Vale added score rose to +0.08, an increase of +0.40 The overall measure for bucket 1 was +0.24
Rewards for Target Students in English/Maths - based on learning and progress - rewards linked with English - Theatre Tickets, Cinema tickets, DVDs, DVD players, book tokens, Maths - Equipment, ICT software, games, vouchers	£2,000	Increase in attendance, engagement, and motivation. An increase in rewards points	All Heads of School supported PP students through their provision mapping, ensuring that students where constantly monitored throughout the year to ensure good attendance and engagement. Half termly meetings with VP responsible for PP students ensured that all students, in their respective year groups, were monitored.
Holiday schools (October, Feb, Easter, May) for PP students targeted in both English and Maths	£3,000	Progress 8 score across all 8 subjects to achieve at least 0.15, with non PP students achieving at least 0.1	This continued improvement ensured that the Value Added score of PP students was +0.14. This was a vast improvement on last year's PP Value Added score of -0.21 Over 90% of students who attended achieved 5 A* - C in English & Maths
Resources for Maths to support the enhanced delivery in each school including iPads, text books, visualisers	£2,000	Increase in the A*-C % of PP students in Maths, There is <5 percentage points between PP and Non-PP students	Not actioned this year as it was not seen as a key priority. These funds were apportioned to students' holiday revision sessions
Extended school day to facilitate breakfast clubs and after school revision sessions Extended working hours for the site management team, technicians and support staff	£4,000	Increased tuition time with a smaller ratio of students to staff.	The Valued Added score for Maths in 2015-16 was -0.67. In 2016-17 the Vale added score rose to +0.16, an increase of +0.83 The Valued Added score for English in 2015-16 was -0.32. In 2016-17 the Vale added score rose to +0.08, an increase of +0.4 The overall measure for bucket 1 was +0.24 Attendance to progress clubs in Y11 increased to 96%

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PiXL membership to increase availability of online resources and examination support	£3,000	Targeted and specific support to improve standards in GCSE Maths for PP students	This continued improvement ensured that the Value Added score of PP students was +0.14. This was a vast improvement on last year's PP Value Added score of -0.21 Improved exam practice ensured that results improved year on year from 57% in 2015-16 to 61% in 2016-17
Targeted careers advice	£7,500	Group and individual careers advice to improve engagement, motivation and aspiration amongst target group	Every students was interviewed by a career advisor NEET figure showed less than 3% were PP students
Outpost group - Northumbria University M.Ed	£2,500	Increase in knowledge and enthusiasm for teaching AND support staff.	Ongoing, due to complete in December 2017
HeadshipNow! course	£3,000	PP students to have a Progress 8 score of at least 0.1	Ofsted, in their November 2016 report, highlighted:- <ul style="list-style-type: none"> Improved tracking and support for disadvantaged pupils have heightened their rates of progress over a three-year period such that differences between disadvantaged pupils and other pupils nationally are diminishing. While some differences persisted in 2016, current progress of disadvantaged pupils across a range of subjects and year groups shows consistent improvement <p>This continued improvement ensured that the Value Added score of PP students being +0.14. This was a vast improvement on last year's PP Value Added score of -0.21</p>
Whole Academy PP CPD	£200	Strategies for raising aspiration and achievement, monitoring and tracking	Teaching and Learning – Impacting planning for progress
Cognitive Therapy training	£1,950	Individualised approach to improving attendance, behaviour and self esteem	Course completed summer 2017. Impact to be measured through 2017-18
Key leaders to attend senior leadership training	£1,500	Increase strategic focus on improving achievement of PP students.	Ofsted, in their November 2016 report, highlighted:- <ul style="list-style-type: none"> Improved tracking and support for disadvantaged pupils have heightened their rates of progress over a three-year period such that differences between disadvantaged pupils and other pupils nationally are diminishing. While some differences persisted in 2016, current progress of disadvantaged pupils across a range of subjects and year groups shows consistent improvement

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