

Frances Barsdley Academy - Pupil Premium Record of Expenditure and impact 2016-2017

Numbers of students and disadvantaged students (receiving the PP grant)	246
Total of students on roll- KS3 and KS4	1095
Total of students eligible for the PP grant	Total Ever 6 :/ FSM: 241 Service: 2 Looked after children (CLA):3
Amount received per student	Ever 6/ FSM: £935 Service: £300 CLAE£1.900
Total amount of the PP grant received	£231,635

OBJECTIVES IN SPENDING:

Every child who leaves school without the right qualifications faces a far more difficult path to fulfilling their potential and finding employment. We owe it to all our young people to ensure they are given every chance to succeed. Sir Michael Wilshaw, Her Majesty's Chief Inspector of Schools, 2012

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged students of all abilities and to diminish the differences between them and their peers.

The Government believes that the Pupil Premium fund is the best way to address the inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the students who need it most. Pupil Premium is additional to main school funding and is targeted at addressing the needs of specific groups of students in school.

In 2016-2017 24% of students at FBA received pupil premium funding. We have targeted support specifically to raise the academic attainment of these students while also providing them with pastoral care needed to achieve their potential. The benefit of Pupil Premium funding enables us to increase the staffing and resources to raise standards of literacy and numeracy.

The four key objectives for 2016-2017 were :

- 1- Early interventions and early identifications of barriers to learning.
- 2- Diminishing the difference: no significant gap between disadvantaged students and their peers.
- 3- Ensuring all actions are evidence based and impact is robustly measured.
- 4- Preparation for adult life.

How was the budget spent in 206-2017

Total amount of the PP grant received £231,635 + £25,000 contingency allocated by school	£256,635
Staffing: Home support worker, SLT link- co coordinator, TA, Inclusion manager – Part of salaries	£58,535
Literacy and Numeracy 1 to 1 - Additional Teaching Staff	£70,000
Summer School	£5,000
Peer mentoring scheme – Franklin scholar	£4,500
Farm	£4,000
Music Lesson Subsidy	£2,000
Trips Subsidy	£13,000
Other trips and activities/projects (BAD activities day)	£6,000
Additional counselling	£3,000
After school clubs including Creative Clubs	£4,754
Alternative Curriculum - Part of total budget (50%)	£17,725
Lexya Programme	£3,216
Learning Mentor salary	£25,000
Uniform / parent support	£2,000
Department Bids for resources and revision guides	£4,000
Year groups workshops	£3,447
ABC Behaviour specialist interventions	£10,706
Rewards	£332
Laptop Lend. USB	£2,477
Intervention services from the Borough – attendance mainly	£4,500
Achievement for All mentoring programme 2 Years	£10,000
Willow workshop	£900
Total spent	£255,092
Left from contingency – not carried forward	£1543

Summary of actions: Cost £ : low ££: Mid £££ High Impact : Low (L) , Average (A), High (H)

SUCCESSFUL

UNDER DEVELOPMENT

NOT EFFECTIVE

Action	Details	Cost	Impact
Laptops	Increase access to learning for disadvantaged students in core subjects. Provide access to online learning and online support. 10 Year 11 students benefited from a laptop loan.	££	H
Targeted learning /revision day	Provide revision session to raise achievement on Saturday morning. Voluntary basis	££	A
Maths Interventions Year 7	In the streamed teaching groups the disadvantaged students have been supported by both their teachers and their peers. Since their peers have been of a similar ability this has encouraged confidence and improved attitude within the group. In Year 7, students were assessed at the start of the academic year using a baseline test. At the end of year 7 the students then took a similar test. This allows us to make a direct comparison between a student's performance at the start of the year and after learning has taken place over the year.	££	H
Maths Intervention Year 8	In the streamed teaching groups the disadvantaged students have been supported by both their teacher and their peers. Since their peers have been of a similar ability this has encouraged confidence and improved attitude within the group. In Year 8, progress was measured based on whether they were achieving their respective target.	££	H
Maths 2020 interventions Year 8	Period 5 – 1 hour a week voluntary session. Maths group focusing on basic numeracy skills as they are lacking in these areas, i.e. he focused on multiplication, division etc. Trial for a year.	£££	L
Maths Interventions Year 9	Intervention specialist teachers employed to remove barriers to learning, engage parents and enhance academic progress, working with students who are below national expectation of attainment for Maths. In Year 9, progress was measured based on whether they were on target with the unit tests, EOY exam and data from classwork and homework which all informs the final data drop at the end of the year	£££	A
Maths Intervention Year 10	Intervention specialist teachers employed to remove barriers to learning, engage parents and enhance academic progress, working with students who are below national expectation of attainment for Maths. In Year 10, progress was measured based on whether they were on target with the unit tests EOY exam and data from classwork and homework which all informs the final data drop at the end of the year. We also have an extra year of GCSE data from Year 9.	£££	H
Maths Interventions Year 11	Intervention during PE lessons or during registrations – Students are selected by the Maths Department.	£££	H
Lexya	LEXIA initial auto assessment which will provide us with invaluable information about some of our students' poor literacy skills.	££	A
Year 7 English workshops	Focused on taking notes, summarising, memory techniques	££	A
English	Agency staff employs to support the English department. The staff attended lessons. Looked through the students' books and	£££	A

intervention staff	look if there are common errors or misconceptions. Noted them down so that you can spot patterns. Made corrections where appropriate- see if the student can spot the mistake- asked open questions- how might they changed their mistakes. Asked the focus group of students what they found difficult in English and what they needed help with. Asked students to explain their ideas. Checked to see if students have responded to marking- if they haven't made corrections ask them why and if they need help doing. Focused on disadvantaged students.		
Year 11 Christmas Carol	Professional actors performing the play in school- Year 11 student to attend and Year 11 disadvantaged to attend a workshop to enhance their understanding of the play for the examinations.	££	L
Access to revisions materials	Revision guides in core subjects to support students with their progress.	££	H
Technology contributions	Technology Contribution KS4 Subsidy for materials and ingredients in order that disadvantaged students do not suffer stigma of being unable to participate in practical lessons or do not feel financial pressure of being asked to contribute.	££	H
2 – Well being			
Summer School for year 6	Initiative to help Disadvantaged students make a successful transition from primary to secondary school. No Government funding this year but we believe this was successful to remove some barriers to learning from an early start. Reduce the traditional attainment dip between year 6 and year 7. 28 students attending out of the 61	£££	A
Peer Mentoring scheme	Franklin Scholars: peer mentoring scheme trial for a year.	££	A
Family support worker	Support with referrals to external agencies, attendance, behaviour and home visits.	£££	H
Pupil Learning Mentor	Support, tracking, communication with staff and home.	£££	H
Engage an Educational Counsellor	The counselling service provides accredited support which is vital for good mental health and supports the overall school plan of meeting positive wellbeing.	££	H
After school hours clubs	Food club, All ingredients provided for the students, Staff salaries	££	L
	Red balloon: Extended provision from the summer school- once per week as a club	££	A
	Book and Breakfast club	££	A
Farm	The farm is a voluntary place to go to and students are not referred formally. It is mostly used by the younger students and vital in good transition during Year 7. It provides a place of safety, belonging and increases self-confidence. The budget	££	H

	covers food, bedding, vet bills and livery for the animals.		
3 – Behaviour			
Behaviour specialist	ABC behaviour specialist one day a week. Students have one to one interventions by behaviour specialist.	£££	H
Alternative Curriculum	Access to alternative provision outside school to avoid students becoming NEET or Permanently excluded.	£££	H

Actions, detailed impact and next step:

1. Achievement and Progress					
Action	Details	Cost	Impact	Impact detail	Next steps
Laptops	<p>Increase access to learning for Disadvantaged students in core subjects.</p> <p>Provide access to online learning and online support.</p> <p>10 Year 11 students benefited from a laptop loan.</p>	££	H	<p>100% students felt supported.</p> <p>Despite the results trend not being exactly comparable we can notice the following results :</p> <p>2016: PP 36% A*- C English and Maths 61% English only 41% Maths Only</p> <p>2017 PP 48% 4+ English and Maths 72% English only 55% Maths only</p>	Carry with this provision next year.
Targeted learning /revision day	Provide revision session to raise achievement on Saturday morning.	££	M	<p>18 Disadvantaged students attended out of 42.</p> <p>Of the 18 students who attended, 10 of them scored the best results of the Disadvantaged cohort last year.</p> <p>80% of the students felt that this revision session would help them with their studies 83% felt more confident with managing their stress level after attending the session</p>	This will be timetabled earlier in the year in September 2017 during a Big Activity

	Voluntary basis			<p>100% gained a clearer idea of what they needed to prepare for in the exams after</p> <table border="1"> <thead> <tr> <th colspan="9">End of Year Assessment results compare to Target</th> </tr> <tr> <th></th> <th colspan="2">Below</th> <th colspan="2">On Track</th> <th colspan="2">Above</th> <th colspan="2">Significantly Above</th> </tr> <tr> <th></th> <th>PP</th> <th>Whole Cohort</th> <th>PP</th> <th>Whole Cohort</th> <th>PP</th> <th>Whole Cohort</th> <th>PP</th> <th>Whole Cohort</th> </tr> </thead> <tbody> <tr> <td>Number of Students</td> <td>12</td> <td>29</td> <td>15</td> <td>77</td> <td>25</td> <td>86</td> <td>7</td> <td>35</td> </tr> <tr> <td>%</td> <td>20</td> <td>13</td> <td>26</td> <td>34</td> <td>42</td> <td>38</td> <td>12</td> <td>15</td> </tr> </tbody> </table>	End of Year Assessment results compare to Target										Below		On Track		Above		Significantly Above			PP	Whole Cohort	PP	Whole Cohort	PP	Whole Cohort	PP	Whole Cohort	Number of Students	12	29	15	77	25	86	7	35	%	20	13	26	34	42	38	12	15	attending the session.	Day this will help us to number of students attending.										
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<p>Maths Interventions Year 7</p>	<p>In the streamed teaching groups the disadvantaged students have been supported by both their teacher and their peers. Since their peers have been of a similar ability this has encouraged confidence and improved attitude within the group .</p> <p>In Year 7, students were assessed at the start of the academic year</p>	££	H	<p>This table shows how much the Disadvantaged students improved on their baseline assessment in comparison to students in the year overall. (Due to set moves throughout the year some students sat a different tiered paper and so are not included here.)</p> <table border="1"> <thead> <tr> <th colspan="11">% Improvement in Year 7</th> </tr> <tr> <th></th> <th colspan="2">0-10</th> <th colspan="2">11-20</th> <th colspan="2">21-30</th> <th colspan="2">31-40</th> <th colspan="2">41+</th> </tr> <tr> <th></th> <th>PP</th> <th>Whole Cohort</th> <th>PP</th> <th>Whole Cohort</th> <th>PP</th> <th>Whole Cohort</th> <th>PP</th> <th>Whole Cohort</th> <th>PP</th> <th>Whole Cohort</th> </tr> </thead> <tbody> <tr> <td>Number of Students</td> <td>8</td> <td>27</td> <td>22</td> <td>62</td> <td>18</td> <td>77</td> <td>5</td> <td>29</td> <td>2</td> <td>9</td> </tr> <tr> <td>%</td> <td>14</td> <td>14</td> <td>40</td> <td>30</td> <td>33</td> <td>38</td> <td>9</td> <td>14</td> <td>4</td> <td>4</td> </tr> </tbody> </table> <p>The progress made by disadvantaged students is broadly in line with their peers.</p> <p>The same percentage of disadvantaged students is making very high levels of progress as their peers.</p> <p>The Intervention lessons that have taken place this year have helped us to close this gap and in Year 8 we would expect to see more students reaching their target as the benefit of two years of intervention lessons can be seen.</p>	% Improvement in Year 7												0-10		11-20		21-30		31-40		41+			PP	Whole Cohort	PP	Whole Cohort	PP	Whole Cohort	PP	Whole Cohort	PP	Whole Cohort	Number of Students	8	27	22	62	18	77	5	29	2	9	%	14	14	40	30	33	38	9	14	4	4		Carry on with this intervention in Maths at KS3.
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using a baseline test. At the end of year 7 the students then took a similar test. This allows us to make a direct comparison between a student's performance at the start of the year and after learning has taken place over the year.

Maths Interventions Year 8
 In the streamed teaching groups the disadvantaged students have been supported by both their teacher and their peers. Since their peers have been of a similar ability this has encouraged confidence and improved attitude within

££ H

The table below shows how the disadvantaged students achieved in the Year 8 end of year exams compares to their target. It also shows how this compares to students in the year overall.

End of Year Assessment Pathway compare to Target Pathway								
	Below		On Track		Above		Significantly Above	
	PP	Whole Cohort	PP	Whole Cohort	PP	Whole Cohort	PP	Whole Cohort
Number of Students	2	12	27	71	18	83	11	46
Percentage	3	6	47	33	31	39	19	22

Disadvantaged students are making good progress in Year 8 with nearly all students performing at or exceeding their respective target.

Carry on with Year 8 Interventions.

	<p>the group .</p> <p>In Year 8, progress was measured based on whether they were achieving their respective target .</p>			<p>The intervention programme that took place in Year 7 and 8 has shown to be of great benefit and the students' progress and attainment reflects this.</p> <p>The smaller sets also greatly benefit these students as it allows staff to optimise contact time so that disadvantaged student in those groups where students are appropriately supported.</p>													
<p>Maths intervention Year 8 Maths 2020</p>	<p>Period 5 – 1 hour a week voluntary Maths group focusing on basic numeracy skills as they are lacking in these areas, i.e. he focused on multiplication, division etc. Trial for a year.</p>	£££	L	<p>Year 8 students usually go home early on a Friday. This was a voluntary session and from 5 students this dropped down to 2 students after several weeks.</p> <p>However, the 2 students who benefited from the sessions were Disadvantaged students who made quite substantial progress in their numeracy skills.</p> <p>Both girls have reported that they have grown in confidence in Maths but no increase in level not tracking were accurate enough to see if the intervention was effective enough.</p>	<p>This provision will be stop due to the lack of impact it has had on the students' academic performance.</p>												
<p>Maths Interventions Year 9</p>	<p>Intervention specialist teachers employed to remove barriers to learning, engage parents and enhance academic progress,</p>	£££	M	<p>The table below shows whether students are on target, above target or below target when looking purely at Disadvantaged students.</p> <table border="1"> <thead> <tr> <th></th> <th>Below MEG</th> <th>On target</th> <th>Above Target</th> </tr> </thead> <tbody> <tr> <td>All PP Students</td> <td>15</td> <td>42</td> <td>8</td> </tr> <tr> <td>PP INV students</td> <td>1</td> <td>4</td> <td>1</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Only one of the students who had intervention was below target at the end of Year 9. • 4 students were on target and one above. 		Below MEG	On target	Above Target	All PP Students	15	42	8	PP INV students	1	4	1	<p>To carry on with Year 9 Interventions next year.</p>
	Below MEG	On target	Above Target														
All PP Students	15	42	8														
PP INV students	1	4	1														

	<p>working with students who are below national expectation of attainment for Maths. In Year 9, progress was measured based on whether they were on target with the unit tests EOY exam and data from classwork and homework which all forms the final data drop at the end of the year</p>			<p>As a percentage comparison the table below shows Disadvantaged students compared to overall cohort.</p> <table border="1" data-bbox="660 199 1332 391"> <tr> <td></td> <td></td> <td>Below</td> <td>On target</td> <td>Above</td> </tr> <tr> <td>%</td> <td>PP</td> <td>23%</td> <td>65%</td> <td>11%</td> </tr> <tr> <td>%</td> <td>overall cohort</td> <td>31%</td> <td>54%</td> <td>15%</td> </tr> </table>			Below	On target	Above	%	PP	23%	65%	11%	%	overall cohort	31%	54%	15%	
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<p>Maths Intervention Year 10</p>	<p>Intervention specialist teachers employed to remove barriers to learning, engage parents and enhance academic progress, working with students who are below</p>	<p>£££</p>	<p>H</p>	<p>The table below shows whether they are on target, above target or below target when looking purely at Disadvantaged students.</p> <p>All 4 students from Year 10 who had intervention remain on track from the latest data drop.</p> <table border="1" data-bbox="660 1093 1299 1324"> <tr> <td></td> <td></td> <td>Below</td> <td>On Target</td> <td>Above</td> </tr> <tr> <td>All</td> <td>PP</td> <td>6</td> <td>36</td> <td>6</td> </tr> <tr> <td>PP</td> <td>INV</td> <td>0</td> <td>4</td> <td>0</td> </tr> </table> <p>In comparison, 12.5% of PP students were below target on the latest data drop compared with 23% in Year 9. As a percentage comparison the table below shows disadvantaged students compared to the overall cohort.</p>			Below	On Target	Above	All	PP	6	36	6	PP	INV	0	4	0	<p>As Year 10 move into Year 11 they will benefit from getting a majority of intervention including some lessons, form time lessons, out of PE lessons, PP intervention on the farm</p>
		Below	On Target	Above																
All	PP	6	36	6																
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	national expectation of attainment for Maths. In Year 10, progress was measured based on whether they were on target with the unit tests EOY exam and data from classwork and homework which all forms the final data drop at the end of the year. We also have an extra year of GCSE data from Year 9.			<table border="1"> <tr> <td></td> <td>Below</td> <td>On Target</td> <td>Above</td> </tr> <tr> <td>% of PP students</td> <td>12.5%</td> <td>75%</td> <td>12.5%</td> </tr> <tr> <td>% for Overall cohort</td> <td>24%</td> <td>45%</td> <td>31%</td> </tr> </table>		Below	On Target	Above	% of PP students	12.5%	75%	12.5%	% for Overall cohort	24%	45%	31%	and support in maths lessons from progress champions. All this should help diminish the gap which at present is smaller than previous years.
	Below	On Target	Above														
% of PP students	12.5%	75%	12.5%														
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Maths Interventions Year 11	Intervention during PE lessons or during registrations – Students are selected by the Maths Departments	£££	H	GCSE results 76.2% 4+, 47.2% 5+ Progress 8 was -0.16 The gap between PP students and the whole cohort closed rapidly from -0.70 last year to -0.34 this year in Maths. Tier entry decisions seemed good in hindsight and girls were well prepared for the new specification. Intervention has expanded, with the addition of more periods and form time intervention as well as girls out of PE and a few other lessons. This has allowed us to target more key groups for intervention that previously we were unable to find timetable slots for.	To carry on with Year 11 interventions next year.												
Lexya	LEXIA initial auto assessment	££	H	29 students followed last year the Lexia course, they overall engaged well with the programme and made progress.	Carry on with this group and new												

	which will provide us with invaluable information about some of our students' poor literacy skills.			<p>The gap in literacy skills raised by LEXIA during the sessions lead on targeted one to one intervention with LSAs in order to address the key is of difficulty.</p> <p>21 made 1 Level of progress 4 made 2 levels of progress 4 did not engaged fully 90% improvement</p>	<p>group next academic year</p> <p>More tracking put in place</p>																								
Year 7 English workshops	Focused on taking notes, summarising, memory techniques	££	M	<p>Year 7 first Data Drop in English</p> <table border="1"> <thead> <tr> <th></th> <th>NON PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>MEP</td> <td>15.9%</td> <td>18%</td> </tr> <tr> <td>EP</td> <td>67.1%</td> <td>70.5%</td> </tr> <tr> <td>BEP</td> <td>32.9%</td> <td>29.5%</td> </tr> </tbody> </table> <p>Last Data Drop</p> <table border="1"> <thead> <tr> <th></th> <th>NON PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>MEP</td> <td>15.9%</td> <td>19.4%</td> </tr> <tr> <td>EP</td> <td>84.1%</td> <td>83.9%</td> </tr> <tr> <td>BEP</td> <td>15.9%</td> <td>16.1%</td> </tr> </tbody> </table> <p>All aspect of the data increased and the number of students below expected decreased.</p> <ul style="list-style-type: none"> • 16.1% BEP = 11 students / 6 students have a grade 6+ target • 9 students received 1 or 2 for their attitude to learning • 2 students received a 3 for their attitude to learning and 3 had issues with HW All were supported via hw, contact with home and 		NON PP	PP	MEP	15.9%	18%	EP	67.1%	70.5%	BEP	32.9%	29.5%		NON PP	PP	MEP	15.9%	19.4%	EP	84.1%	83.9%	BEP	15.9%	16.1%	<p>Develop a more personalised approach next year with the use of big activities day to teach students some learning skills.</p>
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English intervention staff	Agency staff employ to support the English department. Attended lesson Looked through the students' books and look if there are common errors or misconceptions. Noted them down so that	£££	M	<p>For year 7 please see the data above</p> <p>Year 8 Data Drop 1</p> <table border="1"> <thead> <tr> <th></th> <th>NON PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>MEP</td> <td>27.3%</td> <td>23.3%</td> </tr> <tr> <td>EP</td> <td>72.3%</td> <td>68.3%</td> </tr> <tr> <td>BEP</td> <td>27.3%</td> <td>31.7%</td> </tr> </tbody> </table> <p>Data Drop 3</p> <table border="1"> <thead> <tr> <th></th> <th>NON PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>MEP</td> <td>15.9%</td> <td>20%</td> </tr> <tr> <td>EP</td> <td>84.1%</td> <td>83.3%</td> </tr> <tr> <td>BEP</td> <td>15.9%</td> <td>16.7%</td> </tr> </tbody> </table> <p>Improvement in both EP (expected progress) and BEP 16.7% = 10 students: 5 with a 6+ grade all are received interventions.</p> <p>Year 9 - English Language Data Drop 1</p>		NON PP	PP	MEP	27.3%	23.3%	EP	72.3%	68.3%	BEP	27.3%	31.7%		NON PP	PP	MEP	15.9%	20%	EP	84.1%	83.3%	BEP	15.9%	16.7%	<p>Through deliberate overstaffing in English we will be able to use our own staff to deliver interventions.</p>
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you can spot patterns. Made corrections where appropriate-see if the student can spot the mistake-asked open questions-how might they changed their mistakes. Asked the focus group of students what they found difficult in English and what they needed help with. Asked students to explain their ideas.

Checked to see if students have responded to marking- if they haven't made correction with them/ support

	NON PP	PP
MEP	10.3%	14.3%
EP	62.0%	66.7%
BEP	38%	33.3%

Data Drop 3

	NON PP	PP
MEP	15.0%	17.7%
EP	77.0%	79.0%
BEP	23.0	21.0%

Year 10

Data Drop 1

	NON PP	PP
MEP	13.6%	15.9%
EP	68.8%	68.2%
BEP	31.2%	31.8%

Data Drop 3

	NON PP	PP
MEP	8.4%	9.1%
EP	64.3%	61.4%
BEP	35.7%	38.6%

Year 11 see results at the top of this document or below

Improvement with Disadvantaged students performing better than their peers

21% BEP = 10 students

1 on Alternative Provision

9 students received interventions

38.6% BEP = 13 students

No issues with attitude to learning not HW

All one grade away from the MEG

Year 11 Christmas Carol	Professional actors performing the play in school- Year 11 student to attend and Year 11 Disadvantaged to attend a workshop to enhance their understanding of the play for the examinations.	££	L	<p>The English GCSE results on a upwards trend:</p> <p>2016: PP 36% A*- C English and Maths 61% English only</p> <p>2017 PP 48% 4+ English and Maths 72% English only</p> <p>The feedback given from students via questionnaires was poor, they did not enjoy it and did not see the point.</p>	Due to students dissatisfaction and no clear link with results we will not be carrying on next year.																																
Access to revisions materials	Revision guides in core subjects to support students with their progress.	££	H	<p>Progress 8 – 0.00 (last year -0.1) overall Disadvantaged students P8 : -0.56 (-0.75 last year) (individual subject results can be access by external agencies on demand)</p>	Carry on with this provision next year.																																
Technology contributions	Technology Contribution KS4 Subsidy for materials and ingredients in order that Disadvantaged students do not suffer stigma of being unable to participate in practical lessons or do	££	H	<p>Year 9 based on the last Data Drop – one Disadvantaged students is below target and is receiving interventions. We can clearly notice the disadvantaged students are performing better than their peers</p> <table border="1" data-bbox="660 981 1579 1173"> <tr> <td colspan="2">NON PP</td> <td colspan="2">PP</td> </tr> <tr> <td>% Expected</td> <td>70.4%</td> <td>% Expected</td> <td>80.0%</td> </tr> <tr> <td>% Above expected</td> <td>0.0%</td> <td>% Above expected</td> <td>0.0%</td> </tr> <tr> <td>% Below expected</td> <td>29.6%</td> <td>% Below expected</td> <td>20.0%</td> </tr> </table> <p>Year 10 based on the last Data Drop: One Disadvantaged students is below target and is receiving interventions</p> <table border="1" data-bbox="660 1268 1579 1452"> <tr> <td colspan="2">NON PP (12 STUDENTS)</td> <td colspan="2">PP (5 STUDENTS)</td> </tr> <tr> <td>% Expected</td> <td>91.7%</td> <td>% Expected</td> <td>60.0%</td> </tr> <tr> <td>% Above expected</td> <td>25.0%</td> <td>% Above expected</td> <td>0.0%</td> </tr> <tr> <td></td> <td></td> <td>% Below expected</td> <td>40.0%</td> </tr> </table>	NON PP		PP		% Expected	70.4%	% Expected	80.0%	% Above expected	0.0%	% Above expected	0.0%	% Below expected	29.6%	% Below expected	20.0%	NON PP (12 STUDENTS)		PP (5 STUDENTS)		% Expected	91.7%	% Expected	60.0%	% Above expected	25.0%	% Above expected	0.0%			% Below expected	40.0%	Carry on supporting students in this area.
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	not feel financial pressure of being asked to contribute.			<table border="1"> <tr> <td>% Below expected</td> <td>8.3%</td> </tr> </table> <p>Year 11 GCSE RESULTS PP Cohort of 3 students 66.7% MEG 33.3% below MEG</p> <p>Non PP Cohort of 7 14.3% above MEG 28.6% MEG 57.1 below MEG</p>	% Below expected	8.3%	
% Below expected	8.3%						

2 – Well being

Summer School for year 6	Initiative to help Disadvantaged students make a successful transition from primary to secondary school. No Government funding this year but we believe this was successful to remove some barriers to learning from an early start. Sutton Trust document - Summer schools, moderate impact for	£££	M	The lower the numbers for AVG ATL and HW the better they are:								More literacy and numeracy skills need to be included in the Summer school 2017 A robust tracking via questionnaires should be developed and a review of this provision will be done in October 2018.
						English			Maths			
						DD1	DD2	DD3	DD1	DD2	DD3	
				SummerSchoolPupilPremium	MEP	21.4%	7.1%	25.9%	7.1%	32.1%	37.0%	
				SummerSchoolPupilPremium	EP	75.0%	67.9%	77.8%	89.3%	89.3%	85.2%	
				SummerSchoolPupilPremium	AVG ATL	1.36	1.68	1.59	1.75	1.82	1.78	
				SummerSchoolPupilPremium	AVG H/W	1.39	1.71	1.48	1.71	1.82	1.78	
				NonSummerSchoolPupilPremium	MEP	14.3%	10.8%	15.8%	11.4%	45.9%	55.3%	
				NonSummerSchoolPupilPremium	EP	65.7%	81.1%	84.2%	94.3%	91.9%	84.2%	
				NonSummerSchoolPupilPremium	AVG ATL	1.29	1.60	1.75	1.66	1.80	1.75	
				NonSummerSchoolPupilPremium	AVG H/W	1.40	1.54	1.64	1.69	1.94	1.89	
				PupilPremium	MEP	17.5%	9.2%	20.0%	9.5%	40.0%	47.7%	
				PupilPremium	EP	69.8%	75.4%	81.5%	92.1%	90.8%	84.6%	
				PupilPremium	AVG ATL	1.32	1.63	1.68	1.70	1.81	1.76	
				PupilPremium	AVG H/W	1.40	1.62	1.57	1.70	1.89	1.84	
				NonPupilPremium	MEP	15.3%	10.0%	14.5%	8.8%	49.4%	48.2%	
NonPupilPremium	EP	65.9%	76.5%	84.3%	94.7%	91.8%	91.0%					
NonPupilPremium	AVG ATL	1.21	1.38	1.48	1.68	1.55	1.58					
NonPupilPremium	AVG H/W	1.25	1.39	1.37	1.59	1.66	1.61					

	moderate cost. Reduce the traditional attainment dip between year 6 and year 7. 28 students attending out of the 61			<p>It is clear from the data that the students who have attended the Summer School perform better on the MEP in English than the disadvantaged students who did not attend the summer school. The same category outperformed their peers in Maths too for the MEG.</p>																									
Peer Mentoring scheme	Franklin Scholars Trial for a year.	££	M	<p>We recruited and trained a cohort of 15 Year 10 students to become Franklin Scholars, and provide a year-long programme of mentoring and literacy support to 15 Year 7s who were identified as vulnerable at the transition from primary to secondary school.</p> <p>After successfully completing online applications and interviews, 15 Year 10 Franklin Scholars were trained and supported to lead weekly sessions with a target cohort of 15 Year 7s. The sessions comprised group activities, 1:1 literacy support and 1:1 mentoring were overseen by in-school Programme Leader.</p> <p>25 hours of specialist training and support received by Year 10</p> <ul style="list-style-type: none"> • 28 Hours of weekly 1:1 support given to 15 Year 7s by 15 Year 10S • 12 Disadvantaged students supported through the year <p>ACADEMIC OUTCOMES</p> <p>Year 10 English Language - Average Grade Change</p> <table border="1"> <thead> <tr> <th></th> <th>Franklin Scholars</th> <th>Whole school</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>0.26</td> <td>-0.05</td> </tr> <tr> <td>PP students</td> <td>0.07</td> <td>-0.14</td> </tr> </tbody> </table> <p>Year 7 Literacy Progress</p> <table border="1"> <thead> <tr> <th></th> <th>EP FS</th> <th>EP Whole school</th> <th>AEP FS</th> <th>AEP Whole school</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>64%</td> <td>81%</td> <td>36%</td> <td>34%</td> </tr> <tr> <td>PP students</td> <td>43%</td> <td>76%</td> <td>29%</td> <td>38%</td> </tr> </tbody> </table> <p>SOCIAL and EMOTIONAL - SKILLS and HABITS</p>		Franklin Scholars	Whole school	All	0.26	-0.05	PP students	0.07	-0.14		EP FS	EP Whole school	AEP FS	AEP Whole school	All	64%	81%	36%	34%	PP students	43%	76%	29%	38%	<p>This Peer mentoring was a trial for a year.</p> <p>We are going to have a staff / students mentoring trial this year.</p> <p>We will compare the 2 trials against each other and analyse trends as we would like to embrace the programme which will deliver the highest academic impact</p>
	Franklin Scholars	Whole school																											
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				<p>Students completed baseline questionnaires and end-of-year surveys to track their progress across a range of habits and skills. Students showed particularly strong progress in: RESILIENCE, LEADERSHIP, OPTIMISM, CONFIDENCE, SELF-WORTH.</p> <p>ATTITUDES to LEARNING 100% of Year 7 participants agree they feel more comfortable in their new school because of Franklin Scholars</p> <p>69% of Year 10 participants agree Franklin Scholars has helped them with their academic work at school.</p>	students. For our students.
Family support worker	Support with referrals to external agencies, attendance, behaviour and home visits.	£££	H	<p>Support for students and their families.</p> <p>16 cases last year. All cases are logged and details are available on request 100% success rate in improving attendance, 100% of students avoided to be permanently excluded 100% of the family said they felt valued and supported</p>	Carry on with this provision and increase the number of cases and home visits.
Pupil Learning Mentor	Support, tracking, communication with staff and home.	£££	H	<p>Individual interventions arranged by Learning Mentor have shown the interventions to be successful. Details of these are kept in the evidence folder and are made available at the request of external agencies.</p>	Carry on with the targeted interventions
Engage an Educational Counsellor	The counselling service provides accredited support which is vital for good mental health and supports the overall school plan of meeting positive wellbeing.	££	H	<p>Having this service at school supports good attendance and stops students having days off to go to appointments offsite. Formal counselling is often a request from early help core meetings and the first port of call when students have self-harmed. Disadvantaged students are on the priority list.</p> <p>The past academic year there have been 253 counselling sessions of which 38% have been for Disadvantaged students.</p> <p>90 % of them improve their attendance and coped better in school</p>	Carry on with the service next year but we might need to increase the number of sessions available due to the long waiting for CAMHS

After school hours clubs	Food club All ingredients provided for the students Staff salaries	££	L	<p>15 Year 8 students attended 6 sessions 80% rated the club as Excellent, 20% good. 94% of the students said that they were more confident during practical session in class since attended g food club.</p> <p>21 Year 9 students attended 6 sessions: 100% find the course excellent/ good, 85% said that they were not confident during practical session in class since attended the food club.</p>	We will not carry on with this provision next year due to the limited impact on results.
	Red balloon Extended provision from the summer school- once per week as a club	££	M	<p>21 Summer school schools students out of 28 have carried on attending this provision once a week after school. This club focused on transition and skills to survive the first year in secondary school.</p> <p>73% of the students said that they felt more confident around school and in lessons after attending. 84% said that they learnt new and valuable skills they will use in lessons 84% said that this provision helped them with transition to Year 7 30% said that it helps them to become more self –aware 55% said it helped them to become more creative 15% said it helped them to become more reflective</p>	<p>This provision will carry on as a club offered for the summer school students and we will review it in the summer 2018.</p> <p>Increased focus on developing Creativity, Resilience and Self-Awareness.</p>
	Book and Breakfast club	££	M	<p>Breakfast club / Before School Provision to ensure that all disadvantaged students can access a healthy breakfast to support their attention, concentration and learning throughout the day. Provision also supports low-income families.</p> <p>30 Disadvantaged students attended – 67% attended each day 100% students said that it helps them to concentrate more and helped them to do extra work in the morning.</p>	To carry on with this provision but to develop different ways of tracking impact.

Farm	The farm is a voluntary place to go to and students are not referred formally. It is mostly used by the younger students and vital in good transition during Year 7. It provides a place of safety, belonging and increases self-confidence. The budget covers food, bedding, vet bills and livery for the animals.	££	H	<p>Daily attendance at the farm of 70 students of which 39% are disadvantaged students.</p> <p>We conducted survey and 62 students out of the 70 participated in the survey.</p> <p>Note that not all students commented and not all girls gave a preference to their usage or frequency of usage of the farm facilities.</p> <p>When analysing the data from the Farm survey we found that many students liked the farm as they enjoyed holding and looking after the animals. This was particularly true if they didn't have pets at home.</p> <p>Their comments showed that if the students were having a bad day or they felt sad the animals would calm them down. It was usual for the students to use the farm at break and at lunch and a few used the farm on Mondays after school.</p> <p>32% of students, which equates to 20 disadvantaged students, use the farm at break and at lunch.</p> <p>3% of students, which equates to 2 students, use the farm on Mondays after school.</p> <p>24% of students, which equates to 15 students, use the farm 1-2 times per week.</p> <p>40% of students, which equates to 25 students, didn't express a preference or comment on the questions asked.</p> <p>100% feel supported by the Farm when they have a concern. (both disadvantaged and non disadvantaged)</p> <p>Year 7 comments on the farm; "It makes me happy and calm if I am angry or agitated", "it helps me make friends in different year groups" and..... "When I'm upset the animals make me feel better".</p>	Carry on supporting the Farm with the PP fund next year.
3 – Behaviour					
Behaviour specialist	ABC one day a week. Students have one to one interventions by behaviour specialist.	£££	H	<p>26 students received regular sessions and targeted input according to need across Y8 – Y11</p> <p>Input covered issues affecting classroom behaviour and engagement in learning and included (not an exhaustive list):</p> <ul style="list-style-type: none"> • attendance and punctuality • monitoring SIMS behaviour and achievement points to set targets • supporting emotional wellbeing, reducing self-harm, managing eating disorders and impact alcohol and substance misuse 	Carry with this provision and target mainly disadvantaged students to reduced their number of

				<ul style="list-style-type: none"> • social skills development • conflict resolution and mediation • managing challenges associated with AD/HD and ASD • coping with anxiety and stress • sleep problems • bereavement • family difficulties, including influence of parental health and mental health, substance misuse, domestic violence • healthy relationships and sexual health awareness • supporting stable placements for LAC <p>Access to consultation and support for staff and parents/carers throughout. Details of these are kept in the evidence folder and are made available at the request of external agencies.</p>	<p>exclusions overall.</p> <p>Develop a more systematic tracking next year.</p>
Alternative Curriculum	Access to alternative provision outside school to avoid students becoming NEET or Permanently excluded.	£££	H	<p>100% success rate no students were permanently excluded.</p> <p>1 Year 9 student in full time Alternative provision</p> <p>3 Year 11 : one in full time and 2 in part time AP</p>	<p>To carry on this provision next year for our most vulnerable students at risk of being permanently excluded.</p>

2017-2018: Key priorities:

- Improving attendance for all disadvantaged students for attendance to be in lined with their peers.
- Reduce number of exclusions for disadvantaged students compare to previous academic year.
- Focus on supporting students with Literacy and numeracy in KS3.
- Diminishing the gap in attainment for disadvantaged students to do equally well and that the difference between the outcomes for disadvantaged students and the other students in the academy and nationality continue to close rapidly.

