

## Pupil Premium Spending Plan | JOHN CABOT ACADEMY | Academic Year 2016-17

The Pupil Premium is additional funding given to publicly funded schools in England to raise the attainment of students from low-income families who are or have been eligible for free school meals in the past six years, looked after children and those from families with parents in the Armed Forces. At John Cabot Academy, the Pupil Premium funding is spent in a variety of ways; this includes investment in both pastoral and academic initiatives. 28% of our current cohort is eligible for the Pupil Premium. We measure the impact of interventions and additional funding through attendance, progress and attainment. No single intervention provides a complete solution to the complex educational issues in any school, and it is therefore a multi-faceted approach that we feel offers the best opportunity for pupils to succeed.

The Vice Principal will be responsible for the Pupil Premium cohort, acting as a Premium Pupil Champion, raising the profile of these students, and holding teachers to account for their progress and attendance. This will be done through self-evaluation and performance management. Pupil Premium students are a focus of all pastoral, academic and line management meetings. Data driven learning walks, observations and work scrutiny quality assure the Pupil Premium learning experience.

Aspirations:

- Pupil Premium progress will match non-Pupil Premium progress at JCA.
- Pupil Premium student attendance will be at least 94% in 2016-17.
- We will track and support Pupil Premium students to ensure that 100% of this cohort are in education, employment or training.

Pupil Premium Funding 2016-17

Area of Spend	Contribution from Pupil Premium	Description of Intervention <b>*where identified by Sutton Trust/Hattie/NFER</b>	Intended Outcomes	How impact is to be measured	Impact of the Intervention (Summer 2016) Owner of Intervention
<b>Leadership Programme – focus on individual needs and progress</b>					
<b>Vice Principal - Disadvantaged Student Champion</b>	£600	SLT role to promote Disadvantaged students, research what works for students, identifying individual barriers, assessment, implementation and monitoring of	Raise profile of disadvantaged students, staff know their students in lessons.	Gap closing across all year groups, assessment point 3 data / Y11 results.	LJO

		<p>interventions and strategies. To track and monitor interventions and actions through a provision map. Raise profile of disadvantaged students across the Academy use of T&amp;L briefings to share information with staff.</p> <p>We will purchase and use a provision map for all SEND and PP students which will show the interventions on a student by student basis.</p> <p><b><i>NFER – Building Blocks for Success (Ethos, Individual Needs, Leadership, Data)</i></b></p>	<p>Clear provision map. Assessment/attendance data monitored and acted upon with interventions. Students' individual needs identified and interventions put in place where appropriate.</p>		
<b>Year 11 Disadvantaged Student Champion</b>	£4,354	<p>TLR role to promote Year 11 Disadvantaged students, identifying individual barriers, and links with parents.</p> <p><b><i>NFER – Building Blocks for Success (Ethos, Individual Needs, Leadership, Data)</i></b></p>	<p>Students' individual needs identified and interventions put in place where appropriate.</p>	<p>Gap closing across year group assessment point 3 data / Y11 results.</p>	LKN
<b>Going for Gold</b>	£6,398	<p>To ensure that BME (including BME PP) students have a voice and feel pride in their Academy.</p> <p><b><i>NFER – Building Blocks for Success (Ethos, Individual Needs, Leadership, Data)</i></b></p>	<p>Raise the engagement and student voice of BME students, a proportion of whom will be PP.</p>	<p>Assessment point data, lesson scores, attendance data, student voice, student case studies.</p>	SBR
<b>Curriculum Programme – ready to learn</b>					
<b>Meeting individual needs through: External and Internal Mentoring.</b>	£10,000	<p>Students at risk due to attendance or behavioral and social/emotional issues offered mentoring on one of two programmes.</p> <p>Impact Apprentice 1 day per week (£2,700)</p> <p>Impact Mentoring – work with 2 identified students for half a day (3 hours). (£4,500)</p> <p><b><i>Sutton Trust: Social and emotional learning +4 months, Mentoring +1 month, Behaviour Interventions +4 months</i></b> <b><i>NFER – Building Blocks for Success (Behaviour/Attendance)</i></b></p>	<p>Maintain engagement in school/education, improve performance in school, improved attendance.</p>	<p>Assessment point data, lesson scores, attendance data, student case studies, mentor feedback.</p>	CHO LJO
<b>Bespoke interventions and tutoring.</b>	£20,000	<p>External tutors to work with PP students to deliver English and Maths tutoring sessions <b><i>NFER – Building Blocks for Success (Ethos, Individual Needs, Leadership, Data)</i></b> <b><i>Sutton Trust: One-to-One +5 months</i></b></p>	<p>Specifically used with PP students to help close the gap with their peers.</p>	<p>Improved progress of PP students to enable outcomes in line with their peers.</p>	LJO
<b>1:1 Tutoring Bristol Tutors</b>	£20,000	<p>Bristol tutors to work with CiC to deliver English and Maths tutoring sessions.</p>	<p>Specifically used with PP students to help close the gap with their peers.</p>	<p>Improved progress of PP students to enable</p>	LBI

		<b>Sutton Trust: One-to-One +5 months</b>		outcomes in line with their peers.	
<b>Success Maker Maths</b>	£1,600	Maths Intervention programme for Year 7&8	Raise the engagement of PP students in Maths	Assessment point data, lesson scores.	SDE
<b>First Story</b>	3,500	Writing Project for PP students Year 8-11 (approx. 20 students)	Raise the engagement of PP students in English	Assessment point data, lesson scores, attendance data, student voice, student case studies.	CHI
<b>Additional part Maths Teacher</b>	£12,800	Smaller Class Sizes in Year 10/11 and increased intervention, improved teacher continuity and a greater core subject resource to support all "non-moving" students and secure greater levels of expected progress. <b>Sutton Trust: Small group tuition +4 months, reduced class size +3 months</b> <b>NFER – Building Blocks for Success (High Quality Teaching)</b>	High quality teaching to help close the gap in Maths.	Improved progress of PP students to enable outcomes in line with their peers.	MWA
<b>Additional part English Teacher</b>	£12,800	Smaller Class Sizes in Year 10/11 and increased intervention, improved teacher continuity and a greater core subject resource to support all "non-moving" students and secure greater levels of expected progress. <b>Sutton Trust: Small group tuition +4 months, reduced class size +3 months</b> <b>NFER – Building Blocks for Success (High Quality Teaching)</b>	High quality teaching to help close the gap in English.	Improved progress of PP students to enable outcomes in line with their peers.	JUN
<b>T&amp;L Strategies</b>	NA	CPD to share best practice or strategies that work with students to support staff in knowing their students. <b>NFER – Building Blocks for Success (High Quality Teaching)</b>	High quality teaching to help close the PP gap.	Improved progress of PP students to enable outcomes in line with their peers.	LJO
<b>Faculty specific resources 'Bid Pot'</b>	£5,000	Provision of resources for students i.e. catering ingredients, maths equipment, revision guides. <b>*Not evidenced by Sutton or Hattie</b>	PP students can engage in the lessons without barriers through resources.	Staff feedback, student voice.	LJO
<b>Enrichment Programme – beyond the curriculum</b>					
<b>Breakfast Club</b>	£15,000	Breakfast provided to identified PP students free of charge to ensure access to food at the start of the Academy Day. This is extended to after school as well at the Café for those students who needed to have something before going home. <b>*Not evidenced by Sutton or Hattie</b> <b>NFER – Building Blocks for Success (Individual Needs)</b>	Ensure the availability of breakfast for PP students so that they are ready to learn and eating healthy food at the start of each Academy Day.	Number of breakfasts served to increase over time – securing as many PP students as possible.	JHU
<b>Music Tuition</b>	£6,000	PP students often thrive within music; therefore, students are given the opportunity to play an instrument which is paid for by the Academy. <b>Sutton Trust: Arts Participation +2 months</b>	Playing a musical instrument has been proven to develop skills which are transferable to all subjects and accelerate	Uptake of instrument lessons will continue to rise with a greater proportion of PP students involved.	SCL

		<b><i>NFER – Building Blocks for Success (Individual Needs)</i></b>	learning across multiple subjects.		
<b>School Trip Support</b>	£3,000	Provide financial support to those students who may not otherwise be able to attend a trip that would be of educational or social/emotional value to them. Ensure that students feel valued and can be rewarded at the end of the year by attending a rewards trip.  <b><i>NFER – Building Blocks for Success (Individual Needs)</i></b>	Enable more PP students to broaden their horizons and experience more than school or home. Students engaged in learning and aspire to do well. PP students achieve lesson scores in line or above no PP.	Outcomes for students within subject improved. Student voice regarding impact of experience. Student attendance, lesson scores.	LJO
<b>Family &amp; Community Programme</b>					
<b>Uniform/ PE kit</b>	£2,000	Students in need, who have financial difficulties are given uniform where appropriate. A number of PP students benefit from this opportunity that increases inclusion and removes a barrier to learning. Students receive uniform in Y7 and again in Y10. <b><i>Sutton Trust: Uniform 0 months</i></b> <b><i>NFER – Building Blocks for Success (Individual Needs)</i></b>	PP students who do not have full uniform are given item free of charge. Students can engage in all aspects of learning.	Number of students receiving free uniform.	JHU
<b>Transportation</b>	£7000	Students who are required to travel on the bus to school are provided with a school or public bus pass to ensure that they attend school. Additional strategy for a specific student was to purchase a bike for him to ride to school. <b><i>NFER – Building Blocks for Success (Attendance)</i></b>	Attendance of PP students who live further away is not impeded by the barrier of transportation.	Number of students receiving transportation support.	JHU
<b>Parental Involvement</b>	Included in Pastoral support	Non-Teaching Heads of Community work with parents to improve attendance or address barriers to learning. <b><i>Sutton Trust: Parental Involvement +3</i></b> <b><i>NFER – Building Blocks for Success (Behaviour/Attendance)</i></b>	Improve the engagement of specific parents in their child's education, working collaboratively with the school to break barriers.	Parent meetings. Anonymous case studies, improved attendance.	CHO
<b>CiC Champion</b>	£3000	Monitoring and tracking of interventions and support required for CiC. Liaison with Virtual Schools, agencies and support of HoCs. <b><i>NFER – Building Blocks for Success (Behaviour/Attendance)</i></b>	Monitoring and tracking of interventions and provisions. Key point of contact with Virtual schools, agencies and careers.	Provisions for students mapped and reviewed. CiC attendance and lesson scores in line with non-CiC.	LBI
<b>Social Emotional and Behavioural Programme</b>					
<b>Pastoral Support (25% of the Non-Teaching Heads of Community Salary)</b>	£30,000	This makes a wide and deep impact of students, particularly our PP students. Community Teams focus not just on removing barriers to learning, but on tracking and enhancing the achievement of students. Deep involvement with families and ensuring any disadvantaged for PP students is reduced. Thrive also provides support and	Students engage in their learning and are enabled to realise the importance of their education. Support provided for a range of social, emotional and behavioral concerns. PP	Case students, attendance, lesson scores, and assessment point data. Increase in levels of expected and good progress in all year groups. Reduction in lesson "score	CHO LJO

		development for some of our PP students who require a greater level of social and emotional development. <b>Sutton Trust: Social and emotional learning +4 months, Mentoring +1 month</b>	students are supported to make greater levels of progress and that they do not have any barriers to learning or attendance caused by deprivation.	4s", reduction in 'placements' recording progress of PP and comp to non-PP	
<b>Engagement Leader</b>	£15,000	The JCA Engage provision provides behavior support and intervention for some of our most vulnerable/difficult students. The Engage leader has accountability for this group and the focus is high level support to remove barriers and allow students to more successfully access their learning. High proportion of PP students. Sutton Trust: Behaviour Interventions +4 months  To support some our most vulnerable and challenging students to be successful within the Academy. Wrap around support and ability to conduct  <b>Sutton Trust: Social and emotional learning +4 months, Mentoring +1 month</b>	To support some our most vulnerable and challenging students to be successful within the Academy. High levels of support and ability to conduct productive/learning focused sanctions.	Number of students supported. Number of successful PLC students within mainstream and rates of progress and demonstration of improved attitudes.	MWR
<b>Studio Provision</b>	£20,000 likely proportion of PP access	The Studio provides an Alternative provision for students who find Main Stream more difficult. This provides more appropriate support for a few, some of which are PP students. Sutton Trust: Behaviour Interventions +4 months  <b>Sutton Trust: Social and emotional learning +4 months, Mentoring +1 month</b>	To enable a few students to access a revolving door provision that provides small group support, of site, to support students to remain in mainstream.	Number of students who are successfully support through the Studio to return to the Academy and achieve good qualifications	CHO
<b>School Counsellor</b>	£5,000	Counsellor employed to work with vulnerable individuals, a higher than proportion of which are PP students and CIC. <b>Sutton Trust: Social &amp; emotional learning +4months</b>	A number of vulnerable students, including several with PP are supported to overcome difficulties.	Anonymous case studies of success with a number of students.	LBI
<b>Attendance Officer</b>	£5,500	Supporting students where barrier to achievement is attendance. Working with families to raise aspiration and engagement in education. <b>Sutton Trust: Mentoring +1 month</b>	Enable more PPs to realise the importance of attendance in aspirations and achievement.	Attendance of PP will rise over time to be at least in line with peers. Attendance of all will be above 96%.	CHO LJO
<b>EWO Platinum Service</b>	£9,945	Supporting students where barrier to achievement is attendance. Working with families to raise aspiration and engagement in education. <b>Sutton Trust: Mentoring +1 month</b>	Enable more PA PPs to realise the importance of attendance in aspirations and achievement.	Attendance of PA PP will rise over time to be at least 90%	CHO LJO

Aspiration Programme – raising aspirations and inspiring students					
Careers Advisor	£5,785	To support students to have and realise future aspirations; providing targeted and specific support for students to secure pathways and reduce numbers of NEETs. PP students proportionately supported by this provision to increase PP progression. <i>Sutton Trust: Mentoring + 1 month</i>	Enable more PPs to realise the enabling power of education and that what they do now directly impacts on their future. Reduce the number of NEETs.	Number of NEETs over time.	LJO
Guest Speakers	£1000	Raising aspirations of students and inspiring students during assemblies and L4L sessions. <i>NFER – Building Blocks for Success (Attainment for All)</i>	Widen student experiences and understanding of opportunities available to them.	Student voice and case studies.	LJO CHO
<b>PREDICTED TOTAL</b>	<b>225, 282</b>				
<b>Predicted PPI</b>	<b>147,730 (+ CIC 30,000)</b>				
JCA Contribution	<b>47,552</b>				