

## Outcomes for Pupil Premium Students Summer 2017

Both Pupil Premium and Non Pupil Premium students studied a broad and balanced curriculum, with both groups studying 9 qualifications.

The attendance of PP students has risen significantly. Terms 1-5 PP attendance was 93.0%, up from 90.3% in 2015-16. National average is 93.2%. Persistent Absence Terms 1-5 was 19.3%, down from 32.5% in 2015-16. This is now below the national average of 21.6%.

The academic achievement Pupil Premium students in the Basics measure (English and Maths, grades 9-4) was 48.6%, above the national average of 43%.

However, the progress of PP students is a concern, with a Progress 8 of -0.73, against a national average of -0.32. The cohorts of PP students whose progress was a significant issue were PP HAP, PP MAP and PP Girls.

At the end of year 11, all of our Pupil Premium students had positive destinations, as outlined below. None are NEET.

- 18 have continued in education to study A levels/BTEC Level 3
- 17 have continued in education to study vocational subjects
- 2 have started on apprenticeships

Cohort Summary	Pupil Premium Indicator	Total	Percent	2015-16 Results
Cohort	ALL	151	100	100
	F	115	76.2	84.4
	T	36	23.8	15.6
Basic Measures	Pupil Premium Indicator	Total	Percent	
Students with at least 1 qualification	ALL	148	98	99.4
	F	113	98.3	100
	T	35	97.2	96
Students Achieving 9-5 in English and Maths	ALL	66	43.7	

	F	58	50.4		
	T	8	22.2		
Students Achieving 9-4 in English and Maths	ALL	102	67.5	73.1	For 15-16 this was A*-C in En & Ma
	F	84	71.7	77	
	T	18	48.6	55	
Progress/Attainment 8	Pupil Premium Indicator	Total	Percent		
Average Attainment 8 Grade	ALL	4.45		5.05	
	F	4.7		5.19	
	T	3.64		4.31	
Average Total Progress 8	ALL	-0.4		0.1	
	F	-0.28		0.22	
	T	-0.73		-0.57	
5 A*-C Measures	Pupil Premium Indicator	Total	Percent		
Students with 5 x A*-C inc English & Maths	ALL	66	43.7	60.6	
	F	58	50.4	65.9	
	T	8	22.2	32	
Value Added Total Measure	Pupil Premium Indicator	Total	Percent		
Capped8 +EM VA Score	ALL	960.022		1015.213	
	F	966.189		1022.7	
	T	940.666		973.099	

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)	Recommendations for 17-18
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Leadership Programme – focus on individual needs and progress						
<b>Vice Principal - Disadvantaged Student Champion</b>	£600 Provision Map	SLT role to promote Disadvantaged students, research what works for students, identifying individual barriers, assessment, implementation and monitoring of 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&L briefings to share information with staff.  <b><i>NFER – Building Blocks for Success (Ethos, Individual Needs, Leadership, Data)</i></b>	Raise profile of disadvantaged students, staff know their students in lessons. Clear provision map. Assessment/attendance data monitored and acted upon with interventions. Students' individual needs identified and interventions put in place where appropriate.	Gap closing across all year group assessment point 3 data / Y11 results.	Basics gap is 23% (from 18%). P8 gap is 0.48 (from 32%).	Continue. But with clear outcomes for each intervention established at the outset. And rigorous systems for monitoring impact and holding to account <i>during</i> the academic year.
<b>Year 11 Disadvantaged Student Champion (HAP PP Girls)</b>	£3000 Pay Protection TLR	TLR role to promote Disadvantaged students, identifying individual barriers, and links with parents.  <b><i>NFER – Building Blocks for Success (Ethos, Individual Needs, Leadership, Data)</i></b>	Students' individual needs identified and interventions put in place where appropriate.	Gap closing across year group assessment point 3 data / Y11 results.	7 Girls. 1 has attendance over 96%. 0 achieved English EoY target. 0 achieved Maths EoY target.	Abandon.
<b>Going for Gold</b>	£5000 Pay Protection TLR + resource	To ensure that BME (including BME PP) students have a voice and feel pride in their Academy. <b><i>NFER – Building Blocks for Success (Ethos, Individual Needs, Leadership, Data)</i></b>	Raise the engagement and student voice of BME students, a proportion of whom will be PP.	Assessment point data, lesson scores, attendance data, student voice, student case studies.	No impact data quantitatively or qualitatively available.	Abandon or hold mentor to considerably increased accountability for outcomes against targets. Decide at the outset what the desired outcomes are.
<b>First Story</b>	3,000	Writing Project for PP students Year 8-11 (approx. 20 students)			<b>2 x Year 8 Students:</b> 1 above 96% 1 within a grade of EoY English target. <b>5 x Year 10 Students:</b> 1 above 96%. 4 within a grade of EoY English target. <b>5 x Year 11 Students:</b> 1 above 96%. 2 within a grade of EoY English target.  Less quantifiable impact: confidence, motivation, published outcomes.	Continue. But focus on those whose barriers to learning are English or confidence or motivation.

Curriculum Programme – ready to learn						
<b>External Mentoring</b>	£18,000	<p>Students at risk due to attendance or behavioral and social/emotional issues offered mentoring on one of two programmes.</p> <p>Gus – Impact Apprentice 1 day per week</p> <p>Impact Mentoring – work with 2 identified students for half a day (3 hours).</p> <p><b>Sutton Trust: Social and emotional learning +4 months, Mentoring +1 month, Behaviour Interventions +4 months</b></p> <p><b>NFER – Building Blocks for Success (Behaviour/Attendance)</b></p>	Maintain engagement in school/education, improve performance in school, improved attendance.	Assessment point data, lesson scores, attendance data, student case studies, mentor feedback.	Case studies	
<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><b>Sutton Trust: One-to-One +5 months</b></p>	Specifically used with PP students to help close the gap with their peers.	Improved progress of PP students to enable outcomes in line with their peers.	Individual case studies available for every child. All spending on tuition is scrutinize by the Virtual School.	Yes – continue as required by CiC in 17-18.
<b>Additional part Maths Teacher</b>	£8,000	<p>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.</p> <p><b>Sutton Trust: Small group tuition +4 months, reduced class size +3 months</b></p> <p><b>NFER – Building Blocks for Success (High Quality Teaching)</b></p>	High quality teaching to help close the gap in Maths.	Improved progress of PP students to enable outcomes in line with their peers.	<p>Additional PT Maths teacher left at end of term 2 and was not replaced, due to scarcity of quality maths teachers mid-year. Therefore impact not available.</p> <p>Maths outcomes: 9-5 outcomes: Non PP 58.4% PP 22.9%</p>	Yes - in place for 17-18.
<b>Additional part English Teacher</b>	£8,000	<p>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.</p> <p><b>Sutton Trust: Small group tuition +4 months, reduced class size +3 months</b></p> <p><b>NFER – Building Blocks for Success (High Quality Teaching)</b></p>	High quality teaching to help close the gap in English.	Improved progress of PP students to enable outcomes in line with their peers.	<p>English outcomes: 9-5 outcomes: Non PP 53.1% PP 37.1%</p>	Yes – in place for 17-18. But with much higher accountability for outcomes.
<b>T&amp;L Strategies</b>	£2,000	<p>CPD to share best practice or strategies that work with students to support staff in knowing their students.</p> <p><b>NFER – Building Blocks for Success (High Quality Teaching)</b></p>	High quality teaching to help close the PP gap.	Improved progress of PP students to enable outcomes in line with their peers.	<p>CPD delivered on:</p> <ul style="list-style-type: none"> <li>• Behaviour routines</li> <li>• HAPs</li> <li>• Feedback</li> <li>• Questioning</li> </ul>	Yes, but with significantly more rigour. Start the year deciding which areas to focus on (based on review of T&L in term 6). Put in AIP, FIPs

					Self-eval is not available to show actual improvement in these areas of T&L.	and PM, so we focus on it throughout the year. Ensure QA actually looks for improvement in these specific areas.
Faculty specific resources 'Bid Pot'	£12,000	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.	Food Tech, English, Maths, MFL, Science, H&SC, History & Business all had contributions from the PP budget to provide students with relevant materials e.g. revision guides.	Yes – helps students get access to materials that they otherwise may not get.
English & Maths tutors					Only started in term 5 – so initial impact will only be available at end of term 6.	Yes – but must be outcome focused.
<b>Enrichment Programme – beyond the curriculum</b>						
Breakfast Club	£20,000	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.	Breakfasts served over time rose from a maximum of 5 per day to a maximum of 20 per day between September & April.	No evidence that this intervention had impact on educational outcomes.
Music Tuition	£3000	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> <b>NFER – Building Blocks for Success (Individual Needs)</b>	Playing a musical instrument has been proven to develop skills which are transferable to all subjects and accelerate learning across multiple subjects.	Uptake of instrument lessons will continue to rise with a greater proportion of PP students involved.	Detailed impact provided on outcomes & behavior. Lots of case studies available.	Yes. Work on student attendance to music lessons (currently 81%).
School Trip Support	£1500	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. <b>NFER – Building Blocks for Success (Individual Needs)</b>	Enable more PP students to broaden their horizons and experience more than school or home.	Outcomes for students within subject improved. Student voice regarding impact of experience.	Full breakdown of spending by pupil by trip available. No student voice available.	Must be consistency on the PP funding available for trips. A form should be provided which asks staff to state the educational impact of the trip on the PP student when applying for funding.
<b>Family &amp; Community Programme</b>						

<b>Uniform/ PE kit</b>	£5000	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>Sutton Trust: Uniform 0 months</b> <b>NFER – Building Blocks for Success (Individual Needs)</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.	PE department unaware of this provision. Financial records available which show those pupils who received uniform.	Need to monitor PP pupils attendance to PE lessons to see if this is a genuine barrier to learning before we fund kit in 17-18.
<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. <a href="#">Additional strategy for a specific student was to purchase a bike for him to ride to school.</a> <b>NFER – Building Blocks for Success (Attendance)</b>	Attendance of PP students who live further away is not impeded by the barrier of transportation.	Number of students receiving transportation support.	Attendance for PP students has gone from 89.4% to 93.0% (to end of term 5).	Continue in 17-18, but analyse attendance of those in receipt of subsidized transport.
<b>Late bus provision</b>	£6000	Students who are required to travel on the bus to school are provided with a school or public bus pass to allow equal access to intervention classes <b>NFER – Building Blocks for Success (Attendance)</b>			No records available.	Will not be continued.
<b>Parental Involvement</b>	See Pastoral support	Non-Teaching Heads of Community work with parents to improve attendance or address barriers to learning. <b>Sutton Trust: Parental Involvement +3</b> <b>NFER – Building Blocks for Success (Behaviour/Attendance)</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.	Case studies.	
<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>NFER – Building Blocks for Success (Behaviour/Attendance)</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.	Attendance for LAC is 96.31% (it was below 96% last year). Only 3 students (compared to 8 last year have received FTEs). All 3 Year 11 LACs have increased their En/Ma/Sc grades throughout the year.	Continue – excellent practice. All monitoring and impact evaluation is in place.
<b>Rewards Programme</b>						
<b>Rewards trips</b>	£1500	Ensure that students feel valued and can be rewarded at the end of the year by attending a rewards trip.  <b>*Not evidenced by Sutton or Hattie</b>	Students engaged in learning and aspire to do well. PP students achieve lesson scores in line or above no PP.	Student attendance, lesson scores.	Awaiting CHO to provide case studies.	
<b>Social Emotional and Behavioural Programme</b>						
<b>Pastoral Support</b>	£15,800	This makes a wide and deep impact of students, particularly our PP students. Community Teams focus not	Students engage in their learning and are enabled	Case students, attendance, lesson	In basics: PP gap is 23% (up from 18%).	Continue.

		<p>just on removing barriers to learning, but on tracking and enhancing the achievement of students. Deep involvement with families and ensuring any disadvantage for PP students is reduced. Thrive also provides support and development for some of our PP students who require a greater level of social and emotional development.</p> <p><b>Sutton Trust: Social and emotional learning +4 months, Mentoring +1 month</b></p>	<p>to realise the importance of their education. Support provided for a range of social, emotional and behavioral concerns. PP students are supported to make greater levels of progress and that they do not have any barriers to learning or attendance caused by deprivation.</p>	<p>scores, and assessment point data. Increase in levels of expected and good progress in all year groups. Reduction in lesson “score 4s”, reduction in ‘placements’ recording progress of PP and comp to non-PP</p>	<p>Attendance for PP students was 89.4% and is now 93.0% (to end of term 5).</p> <p>Persistent Absence for PP was 34% and has reduced to 19% (to end of term 5).</p>	<p>To develop, ensure PP VP has clear understanding of work done with each PP child throughout the school year.</p>
<b>Engagement Leader</b>	£15,000	<p>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</p> <p>To support some our most vulnerable and challenging students to be successful within the Academy. Wrap around support and ability to conduct</p>	<p>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.</p>	<p>Number of students supported. Number of successful PLC students within mainstream and rates of progress and demonstration of improved attitudes.</p>	<p>Detailed breakdown of impact on a student by student basis available. Reductions in exclusions, increase in attendance.</p>	<p>Continue. Engagement Leader has identified areas for improvement e.g. in delivery of ASDAN courses; accreditation of work against quality mark all will improve impact upon students.</p>
<b>Studio Provision</b>	£40,000 likely proportion of PP access	<p>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</p>	<p>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.</p>	<p>Number of students who are successfully supported through the Studio to return to the Academy and achieve good qualifications</p>	<p>Case studies</p>	
<b>School Counsellor</b>	£8,000	<p>Counsellor employed to work with vulnerable individuals, a higher than proportion of which are PP students and CIC. Sutton Trust: Social &amp; emotional learning +4months</p>	<p>A number of vulnerable students, including several with PP are supported to overcome difficulties.</p>	<p>Anonymous case studies of success with a number of students.</p>	<p>Councilor left mid-year. New councilor appointed for Sept 17 start to see 15 students per week.</p>	
<b>Attendance Officer</b>	£5000	<p>Supporting students where barrier to achievement is attendance. Working with families to raise aspiration and engagement in education. Sutton Trust: Mentoring +1 month</p>	<p>Enable more PPs to realise the importance of attendance in aspirations and achievement.</p>	<p>Attendance of PP will rise over time to be at least in line with peers. Attendance of all will be above 96%.</p>	<p>In 15-16 attendance for PP was 90.7%. To the end of term 5, attendance for PP was 93%.</p>	<p>Continue. Rigorous monitoring of work on PP students. Case studies must be made available.</p>

<b>EWO</b>	£5000	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 PP will rise over time to be at least 90%	Attendance has increased significantly. Although still needs to reach JCA all, national PP and national all (94.7%, 93.2% and 95% respectively).	
<b>Aspiration Programme – raising aspirations and inspiring students</b>						
<b>Careers Advisor</b>	£5000	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. <b>Sutton Trust: Mentoring +1 month</b>	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.	In 15-16 & 16-17, 0% of disadvantaged students were NEET.	Continue. Continue tracking destinations.
<b>Trips and Visits bid pot</b>	£2000	Raising aspirations trips for KS3 students, or HPA KS3 students. <b>NFER – Building Blocks for Success (Attainment for All)</b>	Allow students the opportunity to attend a museum/exhibition and widen their experiences.	Student voice and case studies.	Qualitative description of increased cultural capital gained through subsidized/free theatre trips provided by SBR.	Continue. But need to determine outcomes at the outset. Record who attends. At the outset plan how to collect student voice and case studies.
<b>Guest Speakers</b>	£1000	Raising aspirations of students and inspiring students during assemblies and L4L sessions. <b>NFER – Building Blocks for Success (Attainment for All)</b>	Widen student experiences and understanding of opportunities available to them.	Student voice and case studies.	Awaiting CHO to provide case studies.	
<b>PREDICTED TOTAL</b>	<b>147,730 (+ CIC 30,000)</b>					