

## Pupil Premium Spending Plan | JOHN CABOT ACADEMY | Academic Year 2017-18

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. 25% of our current cohort is eligible for the Pupil Premium. At John Cabot Academy, the Pupil Premium funding is spent on interventions within three areas: Leadership, Classroom Rigour and Individual Need. We measure the impact of interventions through students' 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 students to succeed.

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

### Aspirations:

- Every PP student reaches their minimum expected grade (MEG), such that they we will achieve a Progress 8 of at least zero.
- Pupil Premium students' attendance will be at least 94.5% in 2017-18. Children in Care's attendance will be above 95.5%. Persistent absence for PP students will be below 20% and for Children in Care will be below 12%.
- Ensure **all** Pupil Premium students are in education, employment or training when they leave year 11

### Pupil Premium Funding 2017-18

Area of Spend	Contribution from Pupil Premium	Description of Intervention <b>*where identified by Sutton Trust/Hattie/NFER</b>	Intended Outcomes	KPIs
<b>Leadership Programme – focus on individual needs and progress</b>				
<b>Vice Principal - Disadvantaged Student Champion</b>	£4460	SLT role to promote Pupil Premium students, research what works for students, identifying individual barriers, assessment, implementation and monitoring of interventions and strategies. To track	Accurate records of PP students	Every PP student meets their MEG.  PP attendance of 94.5%.

		and monitor interventions and actions through a provision map. Raise profile of disadvantaged students across the Academy.  <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. Achievement/attendance data monitored and acted upon with interventions. Students' individual needs identified and interventions put in place where appropriate.	0% NEET.
<b>Curriculum Team Leaders &amp; Pastoral Leaders</b>	£0	Ongoing quality assurance activities throughout the year (data analysis, learning walks and work scrutiny) to reduce the differences in quality of teaching within faculty areas and tutor time within pastoral teams. QA measured against the key pedagogy areas for development.  <b><i>South Glos PP Review in summer 2017 identified this as an area for development</i></b>  <b><i>NFER – Building Blocks for Success (Teaching, Data, Leadership)</i></b>	Quality of teaching improves in those specific areas which will best support PP students.	100% of teachers in lessons and tutor time meet the key pedagogy areas which will best support our PP students: Feedback Literacy Differentiation Questioning  Every PP child reaches their MEG, and so progress 8 of zero.
<b>Child in Care Champion</b>	£11,329	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.	CinC attendance of 95.5%. PA below 12%. Every CinC reaches their MEG.
<b>Classroom Rigour</b>				
<b>Reduce split classes</b>	£0	Prior to the start of the year, ensure the timetable is written to reduce the number of split classes to ensure higher teacher accountability for students' outcomes.  <b><i>South Glos PP Review in summer 2017 identified this as an area for development</i></b> <b><i>NFER – Building Blocks for Success (Deploying staff effectively)</i></b>	At the start of the year: Year 11 – 6/56 were split classes. 11% Year 10 – 5/55 were split classes. 9%  Ensure no more splits are created during the academic year.	
<b>Teaching and Learning Development</b>	£6786	Development of whole school literacy policy and associated CPD.  CPD to develop the Pedagogy that best supports PP students: Feedback Literacy Differentiation Questioning	Quality of teaching improves in those specific areas which will best support PP students.	100% of teachers meet the key pedagogy areas which will best support our PP students: Feedback Literacy Differentiation Questioning

		<p><b>Sutton Trust: Feedback +8 Months</b>  <b>NFER – Building Blocks for Success (High Quality Teaching)</b>  <b>South Glas PP Review in summer 2017 identified literacy (especially oracy and marking for literacy), feedback as areas for development.</b>  <b>Internal PP review in summer 2017 identified these four areas of pedagogy as needing development</b></p>		
<b>Additional part Maths Teacher</b>	£45,678	<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>  <b>NFER – Building Blocks for Success (High Quality Teaching)</b></p>	High quality teaching to help close the gap in Maths.	Progress of PP students matches that of non-PP students.
<b>Additional part English Teacher</b>	£45,678	<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>  <b>NFER – Building Blocks for Success (High Quality Teaching)</b></p>	High quality teaching to help close the gap in English.	Progress of PP students matches that of non-PP students.
<b>Curriculum Consumables ‘Bid Pot’</b>	£5000	<p>Provision of resources for students i.e. catering ingredients, maths equipment, revision guides.</p> <p><b>*Not evidenced by Sutton or Hattie but was evidenced as a barrier to learning in the PP review Summer 2017</b>  <b>Internal PP review in summer 2017 identified that without this there would be barriers to learning for PP students</b></p>	PP students can engage in the lessons without barriers through resources.	PP student meets their MEG in the subject for which funding is requested.
<b>English &amp; Maths tutors</b>	£15960	<p>A Maths and an English tutor <b>x1 day per week each</b> deliver small group or 1:1 tuition to students identified as needing support in English and/or Maths.</p> <p><b>NFER – Building Blocks for Success (Meeting Individual Needs)</b>  <b>Sutton Trust: Small group tuition +4 months</b></p>	<p>Tutoring closes the gap between current attainment and target.</p> <p>Specifically used with CiC students to help close the gap with their peers.</p>	<p><b>Every PP student in years 7 &amp; 8 &amp; 9 who is not yet D or O in English &amp; Maths, will be by the end of the year.</b></p> <p>Every CiC meets their MEGs and therefore makes progress 8 of at least zero.</p>

		<b>Sutton Trust: One-to-One +5 months</b>		
<b>Mint Class</b>	£500	Seating Plan software that contains key information on every pupil.  <b>NER – Building Blocks for Success (Meeting Individual Needs &amp; data)</b> <b>Internal PP review in summer 2017 identified this as an area for development</b>	A seating plan is in place for every class which shows staff know who the PP/CinC are and how to differentiate for their needs.	Learning Walk data shows 100% of Mint Class seating plans are in place.
<b>Performance Management</b>	£0	Two specific targets for staff in their Performance Management. P1 – 100% of students in their class meet their MEGs, this includes PP students. P4 – Engage in CPD which develops pedagogy in those specific areas which will develop PP students.  <b>South Glos PP Review in summer 2017 identified this as an area for development</b>	Teachers are focused throughout the year on the teaching that can support PP students and their academic achievement.	100% PP students meet their MEGs.  100% staff are meeting the key pedagogy areas.
<b>Trips and Visits 'bid pot'</b>	£3000	Day trip – directly related to the curriculum – fully funded. Day trip, not directly related to the curriculum – 20% funded by PP. Residential trip – directly related to the curriculum – 40% funded by PP. Residential trip, not directly related to the curriculum – 20% funded by PP.  <b>NER – Building Blocks for Success (Attainment for All)</b>	Ensure PP students can access academic trips. Enable PP students to increase their cultural capital.	Students are on MEG in that subject.
<b>Individual Need</b>				
<b>Music Tuition</b>	£6000	PP students often thrive within music; therefore, students are given the opportunity to play one instrument which is paid for by the Academy. Except CinC, who may, where need is evident, have 2 or more instruments paid for.  <b>Sutton Trust: Arts Participation +2 months</b> <b>NER – 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.	95% attendance to music tuition lessons.  Case studies.
<b>Going for Gold</b>	£3000	To ensure that BME (including BME PP) students have a voice and feel pride in their Academy.  <b>NER – Building Blocks for Success (Ethos, Individual Needs, Leadership, Data)</b>	Raise the engagement and student voice of BME students, a proportion of whom will be PP.	For every BME PP student involved:  94.5% attendance Meet all subject MEGs 0% Neet.
<b>First Story</b>	£3000	Writing Project for PP students Year 8-11 (approx. 20 students)	Increase in English outcomes for those students whose	Every student involved is on MEG in English.

		<b><i>NER – Building Blocks for Success (Meeting Individual Needs)</i></b>	barrier to learning is English, confidence or motivation.	
<b>Pastoral Support</b>	£67,049	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 disadvantage for PP students is reduced.  <b><i>Sutton Trust: Social and emotional learning +4 months, Mentoring +1 month NER – Building Blocks for Success (Behaviour/Attendance) South Glos South Glos PP Review in summer 2017 identified this as an area for development</i></b>	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 students are supported to make greater levels of progress and that they do not have any barriers to learning or attendance caused by deprivation.	Case studies.  Reduction in '4s' for lesson scores. Reduction in exclusions for PP students.  94.5% attendance Meet all subject MEGs 0% Neet.
<b>Engagement Leader</b>	£18,296	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.  <b><i>Sutton Trust: Behaviour Interventions +4 months</i></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.	Case studies.
<b>Mentoring and other interventions</b>	£25,000	Students at risk due to attendance or behavioral and social/emotional issues offered mentoring or bespoke interventions by external providers. To include Educational Welfare support @ £829 per month and inclusion support @£163 per month.  <b><i>Sutton Trust: Social and emotional learning +4 months, Mentoring +1 month, Behaviour Interventions +4 months NER – Building Blocks for Success (Behaviour/Attendance)</i></b>	Maintain engagement in school/education, improve performance in school, improved attendance.	Case studies.
<b>School Counsellor</b>	£5000	Counsellor employed to work with vulnerable individuals, a higher than proportion of which are PP students and CIC.  <b><i>Sutton Trust: Social &amp; emotional learning +4months</i></b>	A number of vulnerable students, including several with PP are supported to overcome difficulties.	Case studies.
<b>Attendance Officer</b>	£5657	Supporting students where barrier to achievement is attendance. Working with families to raise aspiration and engagement in education.	Clarify attendance phases and set thresholds for broken weeks interventions to ensure that early	Attendance for PP students is 94.5% or above.

		<b>Sutton Trust: Mentoring +1 month</b> <b>South Glos PP Review in summer 2017 identified this as an area for development</b> <b>NER – Building Blocks for Success (Attendance)</b>	interventions pick up those in the 90-95% range, reduce authorised absence and give a structure to tackling PA	Persistence Absence for PP students is 12% or less.
<b>Careers Advisor</b>	£3831	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> <b>South Glos PP Review in summer 2017 identified this as an area for development</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.	0% NEET at the end of year 11.
<b>Transport &amp; Catering</b>	£7000	Subsidizing transport for those students who do not live within walking distance of the school to ensure they are here on time.  FSM students living over 3 miles away are eligible for 50% of the cost of the academy bus. FSM students in years 7,9,11 are eligible for a free blazer.  <b>NER – Building Blocks for Success (Attendance)</b>	Punctuality and attendance of PP students is as high as possible.	Attendance for PP students is 94.5% or above.
<b>PREDICTED TOTAL</b>	<b>£ 189805 (+ CIC £19 500)</b>			

Approximate Funding is based on the numbers of PP and CinC as of Sept 2017

188 FSM or FSM ever6

9 CinC

5 Adopted from Care

2 Service Children