

Pupil Premium & Catch-up Funding Spending Plan | JOHN CABOT ACADEMY | Academic Year 2018-19

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. 24.5% 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 disadvantaged student reaches their minimum expected grade (MEG), such that they will achieve a Progress 8 of at least zero.
- Pupil Premium students' attendance will be at least 94.5% in 2018-19. Children in Care's attendance will be above 95.5%. Persistent absence for PP students will be below 20%.
- Ensure **all** Pupil Premium students are in education, employment or training when they leave year 11

Catch-up Funding

The literacy and numeracy catch-up funding provides John Cabot Academy additional funding to support those students who arrive in year 7 having not achieved the expected standard in reading or maths at KS2. At KS2, students are awarded between 80 and 120 points per test. A score of 99 or below is deemed to have not met the expected standard.

In 2018-19 our catch-up funding will match that received in 2017-18, so on 1st March 2019, we are likely to receive £13 500.

Our aspiration is that every student in year 7 who entered John Cabot Academy below expected standard will end the year at On-track or Deepening in Age Related Expectations in English & Maths.

CinC money is ringfenced and spent as determined by individual need. Individual spending plans, with impact evaluations are kept by Julie Jarrett, the Child in Care Champion.

Pupil Premium and Catch-up Funding 2018-19

Area of Spend	Contribution from Pupil Premium	Description of Intervention *where identified by Sutton Trust/Hattie/NFER	Intended Outcomes	KPIs	Impact	Recommendation for 2019-20
Leadership Programme – focus on individual needs and progress						
Assistant Principal - Disadvantaged Student Champion BTH	£5,500	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 and monitor interventions and actions through a provision map. Raise profile of disadvantaged students across the Academy. 17-18 review indicated need for increased focus on Year 7 & 8 pupils to prevent a PP gap opening up. <i>NFER – Building Blocks for Success (Ethos, Individual Needs, Leadership, Data)</i>	Accurate records of disadvantaged students Raise profile of disadvantaged students, staff know their students in lesson. Information exchanges will take place to share knowledge and encourage discussion. Clear provision map. Achievement/attendance data monitored and acted upon with interventions. Students' individual needs identified and interventions put in place where appropriate.	Every disadvantaged student meets their target, so that PP P8 is 0 or above. All disadvantaged students are D or O at end of year 8. PP attendance of 94.5%. 0% NEET.		
Curriculum Team Leaders & Pastoral Leaders	£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. 17-18 review indicated that the Head of Maths should lead CTL and spread her good practice. <i>South Glos PP Review in summer 2017 identified this as an area for development</i> <i>NFER – Building Blocks for Success (Teaching, Data, Leadership)</i>	Quality of teaching improves in those specific areas, which will best support disadvantaged students.	100% of teachers in lessons and tutor time meet the key pedagogy areas which will best support our disadvantaged students: Feedback Literacy Differentiation Questioning Every disadvantaged child reaches their MEG, and so progress 8 of 0 or above.		
Classroom Rigour						
Reduce split classes CHO	£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.	Ensure no more splits are created during the academic year.			

		South Glos PP Review in summer 2017 identified this as an area for development NFER – Building Blocks for Success (Deploying staff effectively)				
Teaching and Learning Development AMO	£4,000	Development of whole school literacy policy and associated CPD. Coaching for those staff who need support with implementation. NFER – Building Blocks for Success (High Quality Teaching) South Glos PP Review in summer 2017 identified literacy (especially oracy and marking for literacy), as areas for development.	Quality of teaching improves in those specific areas which will best support disadvantaged students.	100% of teachers meet the literacy non-negotiable.		
Curriculum Consumables ‘Bid Pot’ BTH	£5,000	Provision of resources for students i.e. catering ingredients, maths equipment, revision guides. *Not evidenced by Sutton or Hattie but was evidenced as a barrier to learning in the PP review Summer 2017 Internal PP review in summer 2017 identified that without this there would be barriers to learning for PP students	Disadvantaged students can engage in the lessons without barriers through resources.	Disadvantaged students meet their MEG in the subject for which funding is requested.		
Mint Class KWI	£500	Seating Plan software that contains key information on every pupil. 17-18 review indicated need for Mint Class in tutor times and increased focus on comments which show differentiation to meet needs. NFER – Building Blocks for Success (Meeting Individual Needs & data) Internal PP review in summer 2017 identified this as an area for development	A seating plan is in place for every class which shows staff know who the disadvantaged/CinC are and how to differentiate for their needs.	Learning Walk data shows 100% of Mint Class seating plans are in place for both lessons and tutor time.		
Performance Management CHB	£0	Two specific targets for staff in their Performance Management. P2 – 100% of students in their class meet their MEGs, this includes PP students. P1 – Engage in CPD which develops pedagogy in those specific areas which will develop disadvantaged students progress. South Glos PP Review in summer 2017 identified this as an area for development	Teachers are focused throughout the year on the teaching that can support disadvantaged students and their academic achievement.	100% disadvantaged students meet their MEGs. 100% staff are meeting the key pedagogy areas.		

<p>Trips and Visits 'bid pot'</p> <p>BTH</p>	<p>£2,000</p>	<p>Day trip – directly related to the curriculum – fully funded. Day trip, not directly related to the curriculum – 20% funded. Residential trip – directly related to the curriculum – 40% funded. Residential trip, not directly related to the curriculum – 20% funded.</p> <p><i>NFER – Building Blocks for Success (Attainment for All)</i></p>	<p>Ensure disadvantages students can access academic trips. Enable disadvantaged students to increase their cultural capital.</p>	<p>Students are on MEG in that subject.</p>		
Individual Need						
<p>Year 11 Interventions</p> <p>CHB</p>	<p>£ 2,500</p>	<p>Incoming Year 11 have a P8 of -0.82.</p> <p>Specific tutor groups.</p> <p>'Pupil passport' for each Year 11 disadvantaged student to identify individual learning need. Which teachers then use to plan their lessons.</p> <p><i>NFER – Building Blocks for Success (Meeting Individual Learning Needs)</i></p>	<p>Gap closed between the outcomes of disadvantaged and non disadvantaged students. All achieve a P8 of at least 0.</p>	<p>100% disadvantaged students meet their MEGs.</p>		
<p>The Hub</p> <p>CHO</p>	<p>£13,500</p>	<p>Individual or small group intervention for identified disadvantaged students or those in need of catch up.</p> <p>Individual or small group intervention for Year 7 students in receipt of catch-up funding.</p> <p>Specifically year 7 or 8 who are not yet at age related expectations.</p> <p>For any disadvantaged student with an unmet need eg: would benefit from self-esteem classes.</p>		<p>All Year 7 & 8 pupils are at Age Related Expectations by end of year 8.</p>		
<p>Music Tuition</p> <p>CGR</p>	<p>£6000</p>	<p>Disadvantaged 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.</p> <p><i>Sutton Trust: Arts Participation +2 months</i> <i>NFER – Building Blocks for Success (Individual Needs)</i></p>	<p>Playing a musical instrument has been proven to develop skills which are transferable to all subjects and accelerate learning across multiple subjects.</p>	<p>95% attendance to music tuition lessons.</p> <p>Case studies.</p>		
<p>First Story</p> <p>English dept.</p>	<p>£3000</p>	<p>Writing Project for disadvantaged students Year 8-11 (approx. 20 students)</p> <p><i>NFER – Building Blocks for Success (Meeting Individual Needs)</i></p>	<p>Increase in English outcomes for those students whose barrier to learning is English, confidence or motivation.</p>	<p>Every student involved is on MEG in English.</p>		

<p>Pastoral Support</p> <p>PTLs & SSLs Non-teaching and teaching staff</p>	<p>£ 57,500</p>	<p>This makes a wide and deep impact of students, particularly our disadvantaged students. Zone 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 is reduced.</p> <p>17-18 review indicated an increased clarity in roles: PTLs focused on academic outcomes. SSLs on attendance.</p> <p><i>Sutton Trust: Social and emotional learning +4 months, Mentoring +1 month NFER – Building Blocks for Success (Behaviour/Attendance) South Glos South Glos PP Review in summer 2017 identified this as an area for development</i></p>	<p>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. Disadvantaged 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>Case studies.</p> <p>Reduction in '2s' for lesson scores. Reduction in exclusions for disadvantaged students.</p> <p>94.5% attendance Meet all subject MEGs 0% Neet.</p>		
<p>Mentoring and other interventions</p> <p>“Educational Fees”</p> <p>CHO</p>	<p>£30,500</p>	<p>Students at risk due to attendance or behavioural 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.</p> <p>17-18 review indicated a need to use this funding to support pupils who have ongoing attendance problems.</p> <p><i>Sutton Trust: Social and emotional learning +4 months, Mentoring +1 month, Behaviour Interventions +4 months NFER – Building Blocks for Success (Behaviour/Attendance)</i></p>	<p>Maintain engagement in school/education, improve performance in school, improved attendance.</p>	<p>Case studies.</p>		
<p>School Counsellor</p> <p>CHO</p>	<p>£ 9,000</p>	<p>Counsellor employed to work with vulnerable individuals, a higher than proportion of which are disadvantaged students and CIC.</p> <p><i>Sutton Trust: Social & emotional learning +4months</i></p>	<p>A number of vulnerable students, including several with disadvantage are supported to overcome difficulties.</p>	<p>Case studies.</p>		
<p>Attendance Officer</p> <p>DWI / DLU</p>	<p>£ 6,500</p>	<p>Supporting students where barrier to achievement is attendance. Working with families to raise aspiration and engagement in education.</p> <p>17-18 review indicated a need to further reduce PA.</p> <p><i>Sutton Trust: Mentoring +1 month South Glos PP Review in summer 2017 identified this as an area for development NFER – Building Blocks for Success (Attendance)</i></p>	<p>Clarify attendance phases and set thresholds for broken weeks interventions to ensure that early interventions pick up those in the 90-95% range, reduce authorised absence and give a structure to tackling Persistent Absence.</p>	<p>Attendance for disadvantaged students is 94.5% or above.</p> <p>Persistence Absence for disadvantaged students is 20% or less.</p>		

Careers Advisor ALY	£ 4,500	To support students to have and realise future aspirations; providing targeted and specific support for students to secure pathways and reduce numbers of NEETs. Disadvantaged students proportionately supported by this provision to increase disadvantaged progression. Sutton Trust: Mentoring +1 month South Glos PP Review in summer 2017 identified this as an area for development	Enable more disadvantaged students 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.		
Inclusion and Safeguarding Manager	£4,000	Extended SLT role to support acute cases of behaviour that requires alternative provision. This role also seeks to improve behaviour management within classrooms. Manages all negotiated transfers in and out of the Academy. Ensures consistency of sanction and rebuild is applied. Good proportion of PP students involved. Sutton Trust: Behaviour Interventions +4 month	To ensure that where students struggle to make progress and show the right attitude within the Academy, that appropriate, alternative provision is found.	Success of individual students in alternative provision. A reduced impact of a few with in the Academy so all have the right to teach and the right to learn.		
Engage	£40 000	For Disadvantaged students who are at risk of permanent exclusion, this is an internal CLF alternative provision to help them re-engage in education to support a return to JCA. NFER – Building Blocks for Success (Individual Need) Sutton Trust: Small Group Tuition + 4 months	A disadvantaged student who is disengaged from school can be supported to re-engage with education and thus impact their future. Reduce the number of NEETs.	No disadvantaged student is permanently excluded.		
Transport & Clothing	£6000 transport £500 Uniform	Subsidising 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. NFER – Building Blocks for Success (Attendance)	Punctuality and attendance of disadvantaged students is as high as possible.	Attendance for disadvantaged students is 94.5% or above.		
PREDICTED TOTAL	£187 000 (+Catch-up £13 500)					

Approximate Funding based on the numbers of Disadvantaged students as of Sept 2018:

Disadvantaged– 196

Adopted from Care – 4

Service Children – 2

Looked After Child - 9