

The Pupil Premium Spending Plan 2015-16 Progress Review

Introduction

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. The Education Funding Agency has set the following Pupil Premium rates for the 2015 – 2016 academic year:

Pupils in years 7 to 11 recorded as Ever 6FSM	£935
Looked-after children	£1900
Children who have ceased to be looked after by a local authority	£1900
Pupils recorded as 'Ever 5 Service Child'	£300

For the 2015-2016 academic year Essa Academy are estimating the following Pupil Premium funding:

	Number of students eligible (as of Sept 15)	Number of students ineligible (As of Sept 2015)	
Year 7	87	87	
Year 8	109	66	
Year 9	83	87	
Year 10	78	53	
Year 11	86	94	
	Total estimated income including PP +		£445,000

Deciding on our 2015-2016 Budgeted Pupil Premium Spend

At Essa Academy we are very much aware that in previous years the impact of pupil premium funding has not been clearly identified or funding sufficiently targeted. Much of this is down to the fact that just over half our students are identified as Disadvantaged students.

Our focus for improvement has and will continue to be quality first teaching and learning. We do not want interventions to be required to make up for anything less than quality teaching and learning. Therefore, a significant amount of our budget is aimed at high quality provision and delivery of a curriculum that meets individual students needs.

Having made that point we did seek last year to focus our interventions on an ever growing body of evidence documenting 'best practice' surrounding the use of Pupil Premium. Therefore, we have revised, for 2015-2016, the ways in which we are planning, budgeting, reviewing and then measuring the impact of our allocation. In the first instance we continue to access the growing body of evidence provided by the EEF and John Hatties research into Visible Learning.

Based on this evidence the following principles relating to Pupil Premium spend will underpin our provision for these students.

- Pupil Premium funding to be more focused on target groups
- Ensure that high expectations are key to delivering our mission of "All Will Succeed" for students identified as Disadvantaged
- Increase Strand level analysis of groups of students including the Disadvantaged
- Continue our focus of the delivery of high quality teaching and reduce the need to compensate for teaching that is less than good. This will include greater recognition in lessons of the needs of students particularly Disadvantaged students
- Improve our use of data to check the effectiveness of our interventions and support for Disadvantaged students
- Seek to engage more fully with parents and carers
- Develop budget monitoring for Pupil Premium spend

Pupil Premium Targets 2015 – 16 and current progress to targets

	Pupil Premium Gap Actual 2015	Pupil Premium Gap Target 2016	Pupil Premium Gap Expected (April '16)	Progress to target
Attainment 8 Total	-5.7	-2.5	-8.4	
Progress 8 Score	-0.2	0.0	-0.09	
English & maths A*-C	-14%	-5%	-16%	
EBacc	-7%	-2%	-4%	

Detailed Proposed spend

Intervention	Budget	Lead	Purpose of Intervention	Review	Current Impact
(1) Focus on Feedback as part of quality teaching and learning	% of CPD programme budget £66,000 including the embedding formative assessment (D William)	Director of Professional Capital		Evaluation of teaching and learning 2016 GCSE results Analysis of data produced for ARD	A
(2) Support staffing levels in English and maths increased to allow focus classes years.	% staffing budget English and maths £61,000	Director of Personalisation	Core subject staffing to ensure that students are with the right teachers for their individual needs. Building capacity to have extra intervention	Analysis of data produced for ARD 2016 GCSE results QA review in mini school meetings including 1 to 1	C
(3) Non-Teaching members of staff with focus on FSM attendance.	% staffing budget SCL £31,000	Director of Social Capital	Track and act fast to close any emerging gaps in the attendance of PP students when compared with non-PP students. Set	Attendance data	

			high expectations. Increase parental contact. SCL will make initial contact on the first day that a Pupil Premium student is absent. Review of attendance data tracked on a monthly basis and actions put		B
(4) Additional TA support	60 % of LTA budget to provide targeted support £125,000	SENDCo	Curriculum Support Assistants are given a specific focus to support their assigned faculty with development of resources. They will be given a specific role for targeting resources for Pupil Premium students. Where appropriate they will also act as mentors and give 1:1 support in specific subjects.	Student tracking data SEND evaluation Outcomes 2016	C
(5) Year 11 Revision support and intervention	50% of Year 11 revision budget and PetXi £15,000	Director of Personalisation	Students have an individualised revision and exam support programme which targets specific subjects for specific students	Year 11 and 10 tracking data	B
(6) Personal	£6,000	Social Capital Team	No child will be disadvantaged	Attendance and survey	

Equipment			because of their background. This fund is used for items such as: - Specialist IT equipment. - Personal Text Books and Revision materials. - PE equipment and kit.	data	C
(7) Addressing barriers to learning including SEN Support and additional curriculum support fro Year 7 onwards	75% Of curriculum and welfare support £124,000	Director of Personalisation	Many PP students have specific barriers to learning this is a focused fund to address these barriers eg Through accelerated learning and literacy development	Tracking and assessment data for identified students 2016 GCSE results	A
(8) Specific SEND spending	33% of Behaviour support £3,000	SENDco	Intensive support for identified students currently 3 PP students are part of the project		C
(9) Raising aspirations including Uni visits	£14,000	Director of Learning Partnerships	Ensuring PP students have the opportunities to explore future options	Evaluation of activity and take up destinations data	B

Key

A	B	C	A	B	C	A	B	C
Highly Effective with a significant impact			Effective with evidence of impact			Limited effectiveness with little evidence of impact		

Conclusions

There is evidence of impact in terms of outcomes for PP students; most impactful is the spending on TA support and the 1 to 1 interventions in English.

Going forward it is key to have SLT oversight of the group of students with a link Governor to provide challenge to our approach.
Greater focus on groups of students including Pupil Premium students in Strand accountability process.

Extend focus of pupil premium spending beyond Year 11 including comparison of progress compared to whole Academy Cohort average.