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Annual Pupil Premium report – September 2019

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged students of all abilities and to close the gaps between them and their peers.

The impact and spending strategy for pupil premium funding is reviewed at every Academy Council/ Rapid Improvement Board meeting. The annual review is published on the academy's website in September each year.

The main barriers to achievement for disadvantaged pupils in this academy are:

- A. Lower than national literacy and numeracy levels. Students have gaps in core knowledge, skills and understanding which result in below average attainment in English and mathematics
- B. Low aspirations and/or lack of role models in higher education as well as experiences of activities that enrich their lives. As a result, students may arrive at school with too narrow a cultural experience, a lack of knowledge of what is out there and a limited understanding of the world to enable them to access and achieve in the curriculum.
- C. Students may encounter difficulties to access all the academy has to offer due to poor attendance and access to the social, emotional and material needs to support learning. Examples range from having the right uniform, equipment and educational materials that support learning to support with study at home.

Priorities to improve the outcomes for students eligible for the pupil premium include:

PP01 Teaching: ensuring effective teacher is in front of every class, and that every teacher is supported to keep improving. Further improving the attainment and progress of students both in English and Maths focusing on narrowing the gap between disadvantaged and their peers.

PP02 Targeted academic support: targeted academic support within wave 2 intervention in the class as well as how to link one-to-one or small group intervention to classroom teaching. Provision of tutoring, collaborative learning and platforms to enhance support for individuals.

PP03 wider strategies: removing the non-academic barriers to success in school: attendance, behaviour and social and emotional support. Creating and developing cultural capital of students so that all, particularly those who are entitled to the pupil premium funding are able to place knowledge into broader contexts and improve their comprehension, inference and numerical skills.

Intended outcomes

PP01 Increased proportion of DAS learners achieving the basic measures, particularly in English and mathematics, and narrowing the gap to non-disadvantaged students nationally.

PP02 Improved outcomes across the whole curriculum (See A8 and P8) and increased engagement and participation in extended learning activities

PP03 improve overall attendance and reduce persistent absence for disadvantaged students

Total pupil premium funding for current year: 339,405

Pupil premium expenditure plan 2019/2020

Strategy	Cost	Success criteria	Effect of spending on pupil premium pupils
Teaching			
Subject based initiatives and enrichment to support individuals in all year groups (bids)	£6000	Subject specific progress to be good and in line with non-PP students. Increased participation rates. Improved attendance rates for targeted students.	
Purchase of GCSEPOD to support PP learners in all subjects – specific guided approach to those students in sets 3 and 4	£6000	Students and staff are accessing GCSEPOD and using it effectively to maximise progress. Support materials for revision and extension so PP students are working inline or better than expected in core subjects.	



PP students identified and higher profile in class and when delivering feedback	£400 stickers	Progress of PP students in inline or better than expected in English and maths:	
Bespoke teaching strategies for wave 1 high quality teaching.	25000	Quality of resources enhanced. Enhanced levels of staffing. 1:1 teaching provided for some PP students. Priority feedback in class. Priority feedback in books. Priority questioning in class.	
targeted academic support			
Create a bespoke curriculum for a vulnerable group of Yr7 students – Nurture group	£30000 staffing £500 resources	Attendance at least in line or better than non PP students especially in KS4. Reduction in numbers of PP students with negative achievement/behaviour ratio; PP students secure a greater number or proportion of rewards in each year group or in specific subjects; PP students achieve at least in line with or better than their peers- particularly in maths and English.	
Peer coaching initiative – Franklin Scholars. Train 15 Y10 PP students to become peer coaches to mentor 15 Y7 students in Sept 2018	£4950 (to be 50% funded in 2017/18)	15 trained students mentor 15 Vulnerable students in Yr7 as a result Attendance, behaviour and progress will be in line with or better than non PP. Improved attendance, A2L and attainment of mentors and mentees	
Holiday and Saturday sessions offered for PP students in Y11	£200 Rewards	PP attendance is above non PP Progress for PP students in bucket 3 subjects is in line or better than expected	



	£5000 Staffing	Progress in Maths is inline or better than expected	
Reduced class sizes in maths and English in Yr11 – Additional teaching groups created including: Teaching support in years 7-9 English and maths during tutorial time Small group work withdrawal session for PP students working below target in maths	£60000 £25000 £25000	Improved the quality of teaching and learning and improved quality of feedback / one to one teaching support for learners. Additional staffing, resources and additional support targeted at PP students. Provided support in L&N such that levels of progress in both increase, the achievement gap is diminished and is in line or better than national expectations PP students are working at age related expectation or better by the end of the year 7.	
Use of a range of reading and comprehension strategies focus on the learners' understanding of written text. (Lexonik and Accelerated Reader)	£3000	Improved reading comprehension and pupils' reading capabilities. Improved progress and attainment	
Bespoke Wave 2 intervention strategies within classroom	15000	To improve outcomes in lessons and diminish the difference between disadvantaged and non-disadvantaged.	
Contribution to enrichment activities for Creative Arts	1500	All PP students participate in at least one club or enrichment activity each term; Greater nos or proportion of PP students lead in KS4	



		Increase outcomes in open bucket.	
PP academic mentor- to work 1:1 supporting PP most vulnerable students.	35000 500 rewards	Significantly enhanced RSI/RSM team specifically targeting PP students to ensure PP students attendance is in line with or better than non PP. To ensure PP students' behaviour is in line with or better than non-PP. To increase achievements so that PP students is in line with or better than non-PP. To increase outcomes so that PP students is in line with or better than non-PP	
wider strategies: removing the non-academic barriers to success in school:			
Increase the capacity within the Pastoral and Raising Standards Team to provide additional specific provisions to support the attendance of PP students.	£90 000	Improved attendance and punctuality of year groups and individuals. Improved parental engagement and attendance at parents evenings and meetings to support the child. Improved early targeted intervention for PP students. Improved Early help support for PP students.	



Reward good A2L for PP students –	£1000	<p>Increased rewards for PP student PP as a proportion of all issued PP students secure 2x as many as non PP.</p> <p>Improved attendance and attitude to learning for identified students.</p> <p>Reduction in negative C's being awarded</p> <p>Reduction in FTE for PP students</p>	
Uniform and access to school fund	£5000	<p>Students in all year groups are able to attend school and lessons in the correct uniform</p> <p>Enable the raising of standards team to provide support to ensure positive outcomes for disadvantaged learners via a selection of approaches including eg bus passes for PP students</p>	

Pupil premium expenditure and impact 2018/2019

Strategy	Cost	Success criteria	Effect of spending on pupil premium pupils
Increase the capacity within the Pastoral and Raising Standards Team to provide	£90 000	Improved attendance and punctuality of year groups and individuals.	PP student attendance has risen to above national average in 2018-2019. At end of 2019, PP attendance was at 94.5% (at National) compared to 92.1% attendance of



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<p>additional specific provisions to support the attendance of PP students.</p>		<p>Improved parental engagement</p> <p>Improved attendance to Parents evening</p>	<p>previous year. The gap between PP attendance and Non-PP attendance has diminished from 1.7% to 0.9%. Persistent absence is under National average with PP students PA in 2018/2019 5.1% compared to 9.2% the previous year and the gap between non-PP and PP is diminishing from 9.4% to 7.6%.</p> <p>Parents evening attendance averaged 80% with significantly higher numbers secured in KS4 and KS5. The proportions of PP parental attendance has improved.</p>
<p>Create a bespoke curriculum for a vulnerable group of Yr7 students – Nurture group</p>	<p>£30000 staffing</p> <p>£500 resources</p>	<p>Attendance, attitude to learning and progress data for the PP students</p>	<p>The bespoke curriculum for vulnerable group of year 7 students was a big success.. Attendance and Attitudes to learning improving for this group of students and marked improvements for individual students. Progress in line with their peers.</p>
<p>Reward good A2L for PP students –</p>	<p>£1000</p>	<p>Increased rewards for PP students.</p> <p>Improved attendance and attitude to learning for identified students.</p> <p>Reduction in negative C’s being awarded</p> <p>Reduction in FTE for PP students</p>	<p>Although student rewards were seen in Progress badges, PP students and non PP students received broadly in line rewards.</p> <p>PP student attendance has risen to above national average in 2018-2019. At end of 2019, PP attendance was at 94.5% (at National) compared to 92.1% attendance of previous year. The gap between PP attendance and Non-PP attendance has diminished from 1.7% to 0.9%.</p>
<p>Uniform and access to school fund</p>	<p>£5000</p>	<p>Students in all year groups are able to attend school and lessons in the correct uniform</p>	<p>Vast majority of students in the full correct kit for school.</p>



		Enable the raising of standards team to provide support to ensure positive outcomes for disadvantaged learners via a selection of approaches including eg bus passes for PP students	
Peer coaching initiative – Franklin Scholars. Train 15 Y10 PP students to become peer coaches to mentor 15 Y7 students in Sept 2018	£4950 (to be 50% funded in 2017/18)	15 trained students mentor 15 Vulnerable students in Yr7 Improved attendance, A2L and attainment of mentors and mentees	10 mentors trained and delivering reading support in Yr7. These will continue to support PP students into Yr11. Positive impact on the progress of the Yr10 students. 8/10 are working at or above in EMS at Yr10 DCP6.
Holiday and Saturday sessions offered for PP students in Y11	£200 Rewards £5000 Staffing	PP attendance is above non PP Progress for PP students in bucket 3 subjects is inline of better than expected Progress in Maths is inline or better than expected	Gaps in academic core diminishing.
Subject based initiatives and enrichment to support individuals in all year groups (bids)	£6000	Subject specific progress to be good and in line with non-PP students. Increased participation rates. Improved attendance rates for targeted students.	Improvements seen in geography, Art, Drama and textiles where PP students are in line with Non-PP. Impact on Open buckets is developing.
Establishing the ‘ambition groups’ for HAP PP students – resources, rewarding and monitoring of progress and A2L	£750	Students on the programme are working in line or making better than expected progress in 2 or more subjects including En and maths Increase in rewards and reduction in consequences for all students.	Gaps in KS3 PP and non-PP diminishing. With narrow gap seen in maths and English across KS3.
Purchase of GCSEPOD to support PP learners in all subjects – specific guided approach to those students in sets 3 and 4	£6000	Students and staff are accessing GCSEPOD and using it effectively to maximise progress. Support materials for revision and extension so PP students are working inline or better than expected in core subjects.	Huge engagement ith English Literature, History, Geography and Science. As a result, slight gap seen across these subjects.



PP students identified and higher profile in class and when delivering feedback	£400 stickers	Progress of PP students in inline or better than expected in English and maths:	Progress inline with targets below. More focus needed on wave 2 intervention to secure outcomes for students. Progress of students working on or above target in English/maths drops the higher up the school students move.
Reduced class sizes in maths and English in Yr11 – Additional teaching groups created including: Teaching support in English and maths during tutorial time Small group work withdrawal session for PP students working below target in maths	£60000 £25000 £25000	Improved the quality of teaching and learning and improved quality of feedback / one to one attention for learners. Provide targeted numeracy and literacy support to close the gaps enabling learner to improve levels of progress in English and maths PP students make inline or better than expected progress. PP students are working at age related expectation by the end of the year	Gaps diminishing with very little gap evident.
Use of a range of reading and comprehension strategies focus on the learners' understanding of written text. (Lexonik and Accelerated Reader)	£3000	Improved reading comprehension and pupils' reading capabilities. Improved progress and attainment	11% are above the benchmark 47% at the benchmark 30% on watch 10% on intervention 2% for referral
PP students identified and higher profile in class and when delivering feedback	£400 stickers	Progress of PP students in inline or better than expected in all subjects:	PP in line with non-pp.



<p>Sixth form students to mentor and support PP students in lessons – My tutor – Peer tutoring</p>	<p>£1250</p>	<p>PP HAP students receive mentoring support from P16 mentor in maths and science</p> <p>Mentor receives support from My tutor (1 hour blocks for 2 hours mentoring)</p>	<p>28 Weekly 1 hour sessions attended for the 10 week.</p> <ul style="list-style-type: none"> ☐ 20 students improved by 1 grade to achieve Grade 4, 4 of them achieved a grade 5 ☐ 2 dropped a grade (CP 2 Maths – achieved 5/4 in English, LF – LAC student – poor attendance 3-2 in maths) ☐ 6 remained the same. (EM Science 4, JT Maths 3 science 43, KM Maths 4, KTh Maths 4, KTi Maths 3, LF Science 2, WB Maths 4) <p>Attendance was very good for large majority of students – 24 had over 95% attendance – 20 with 100%</p>
<p>Purchase of subject specific materials to support PP students – Purchase of 250 scientific calculators for Maths and Science</p>	<p>£3000</p>	<p>All PP students have the correct resources to be able to access the learning in the lesson</p> <p>No PP students receives a C for not being equipped in Maths or Science</p>	<p>Calculators still available in maths and science for the department to continue to share with PP students. No negative consequences for PP students and equipment recorded</p>
<p>Reduced class sizes in science in Yr11</p>	<p>£60000</p>	<p>Improved the quality of teaching and learning and improved quality of feedback / one to one attention for learners.</p>	<p>Science results are broadly in line for combined science overall. In some classes there is evidence of no gap between nonPP and PP. In trilogy, slight gaps seen in the 3 subjects however the picture has improved from last summer's results.</p>