ACADEMY@WORDEN

PUPIL PREMIUM REPORT 2016/17

Academy@Worden received £138380 of pupil premium funding for the academic year 2016-17.

Our overall objective for pupil premium was to narrow the disadvantage gap by addressing inequalities and raising attainment of students in receipt of the pupil premium.

	Objectives	Outcomes
1.	Improving literacy and numeracy through a range of interventions and whole school strategies.	- Worden's first Cross Curricular Numeracy week took place in June 2017. - Numeracy coordinator working with subjects on new curriculum content (for example in Geography) - Common approaches to mathematical concepts shared with all new staff. - Mathematics Mastery feedback from Subject Development Lead has been positive and Mastery has been introduced to Year 8. - Common approaches to mathematical concepts shared with all new staff. - Year 11 received timetabled maths intervention. - IDL for Numeracy on order (we are currently awaiting release).
2.	Improve literacy through coordinated use of the Accelerated Reader programme for pupils in Years 7-10.	Accelerated reader programme continues to be used in Years 7-10. Mean of 12 months improvement in reading age in 6 months (Mean months improvement for PP and non PP is equal, standard deviation higher for PP than non PP indicating more variation in effectiveness for PP students).
3.	Use teaching assistants to provide additional learning opportunities and individualised support.	TAs continue to provide 1 to 1 support for targeted students and run regular small group sessions. Target groups link to attainment and progress.
4.	Provide further CPD to improve teaching and learning and marking and feedback.	- T&L Workshops held for staff on a regular basis, positive feedback from staff voice. - Marking & Feedback policy updated. - Year 8 Maths involved in 'number.school'

		pilot through Mathematics Mastery which uses online feedback and feed forward. • Homework policy revised for 2017/18 to raise expectation in terms of independent work.
5.	Provide a programme of personalised revision, including revision guides for Year 11 students making greater use of gap analysis.	• Revision guides & materials supplied as a pack to Y10 and 11 students (funded for PP students) • Whole school timetable introduced for after school revision and this has rolled forward into 2017/18 to work with the blue cards. • PARS used to monitor attendance and sanctions issued for students not attending sessions.
6.	Use outside agencies to monitor and quality assure provision.	• Peer support visits taken place by Headteachers from schools within the Preston Teaching Alliance. • Feedback shared with staff during INSET & acted upon. • Meetings held with Headteacher & Middle Leaders.
7.	Provide a counselling service for students.	• An experienced Counsellor continues to provide effective support for a number of pupils throughout the year (Last figure was 57% of the cohort were PP students).
8.	Provide effective careers advice and guidance through the employment of a Careers advisor.	• Year 10 and 11 students have had one to one interviews. Priority and follow up given to PP students. • A new part time careers advisor has started working at the Academy in September 2017. • Assemblies held by local Post 16 Education and training providers.
9.	Provide mentoring support for Y11 students through access to a Learning Mentor.	• The majority of Year 11 students took up the offer of a staff mentor. Priority given to PP students to ensure they had a mentor with whom they had a strong relationship with. • Ex-Services mentor worked with key students, priority given to PP students.

10.	Provide a buddy programme for new Y7 students and develop skills of older students through taking on the role of a buddy.	• All PP pupils received a buddy which helped with settling into high school.
11.	Improve punctuality and attendance by providing PP students with a free breakfast.	• Breakfast club relaunched with new member of staff. A small group regularly attend. • Meeting held twice in Summer term to target PP and vulnerable students. • Year 7 students given an 'All About Me' profile to complete which asks about Breakfast club.
12.	Improve attendance by consolidating initiatives to support students with the lowest attendance.	• 7 fixed penalty notices issued for persistent attendance. • All 25 pupils with unauthorised holidays received fixed penalty notices. • Home visits carried out by SLT and Pastoral staff when students were absent from school.
13.	Provide a 'Nurture Group' facility and support for students with emotional difficulties.	• Lead TA has led groups to support pupils with Social and Emotional difficulties in 2016/17 supported by Megan Hughes from Acorns.
14.	Provide additional classes for underperforming students before, during, after school and in school holidays.	• Timetable produced for whole school revision. • Rewards given for attendance & sanctions issued where students did not attend. • Revision sessions held in Easter and half term holidays. • Pre exam sessions held on the day of the exam for last minute reminders and tips.
15.	Provide resources, uniform & ICT equipment for students who require assistance.	• Uniform, PE Kit, Food Tech ingredients funded for students where financial assistance is needed.
16.	Increase the involvement of parents and carers to ensure they understand their role in maximising the achievement of their child(ren).	• Evenings held for Y7 parents regarding Home Learning and revision skills. • Revision information evenings held for parents of KS4 students including evenings for KS4 Maths. • Mathematics Mastery Evening held for parents of Year 7 pupils.

17.	Develop Individual Learning Plans for students with additional needs.	• Learning plans in place, up to date and made available to relevant teaching and support staff.
18.	Purchase specialist resources & develop Education, Health and Care Plans for students with additional needs.	• WRAT tests available and used to assess students literacy levels. • Relevant tests carried out by AMH to ensure provision in place where needed.
19.	Further develop the team of staff Pupil Premium Champions to ensure action is taken to narrow the attainment gap across all subject areas.	• Meeting held in Summer term and to be continued in 2017-18. • Support staff involved in interviewing all PP students to produce individual profiles. • Cohorts in the process of being formed based on information from profiles (e.g social skills, anger management).
20.	Further develop the rewards and incentive system, including developing opportunities to celebrate success.	• GEM initiative extended to incorporate all subjects to raise attainment at KS4. • Reward trips and celebration assemblies take place half termly. • Year 11 revision card initiative introduced to reward students and encourage independent learning.
21.	Provide support for students to improve handwriting.	• Handwriting intervention has taken place for identified students during Learning Quarter. • Extended sessions to take place in 2017/18.
22.	To provide opportunities for students to visit universities, colleges and employers in order to raise aspirations.	• Worden have taken part in almost all Gifted & Talented events at Runshaw. • A group of 10 pupils attended a taster day at UCLAN with DB and BR.
23.	To provide training in revision techniques for KS4 students and provision for improving performance in controlled assessment.	• Revision skills days taken place for KS4 students and new Year 7 students.
24.	To provide support for students with behavioural issues through access to an Inclusion and Mentoring Manager.	• Support provided by two members of staff in the inclusion unit and followed up if required after leaving the provision.
25.	To raise attainment in Maths through the introduction of the	• Programme extended to Year 8. • Positive feedback from Subject

		Development Lead.
	Mathematics Mastery Programme.	• All maths staff and some Science and cover & support staff trained in MM. • Mastery gradebook showing good levels of progress compared to MM schools nationally.
26.	Continue to strengthen assessment and reporting systems by increasing assessment points and improving the quality of the data. (Data Sec)	• Assessment calendar reviewed and amended for 2017/18. • Resits introduced for students not achieving in line with their target grade. • ALPs is in the process of being introduced to benchmark attainment at subject and class level. • Target setting process undergoing review by AMH.
27.	To provide opportunities for students to be involved in sport and extra curricular activities and competitions.	• A wide range of sporting and extra-curricular activities continue to be provided with teams being successful in local leagues and national competitions. New competitions introduced in maths and art.
28.	To provide case studies of PP students provision to show journeys of PP students at the Academy.	• All PP students have been interviewed on a one to one basis to identify any required support/intervention.

Expenditure	£
SENCO/LEAD TA salaries	38080
TAs & Mentoring salaries	27692
Attendance Officer salary	14624
Progress Manager salaries	27118
Counselling Services	13330
Careers Adviser	3100
Breakfast Club	664

Rewards	1379
Data Sec	3750
Teaching & Learning	302
Show My Homework	1000
Young Enterprise	1200
Accelerated Reader	2541
Maths Mastery	3600
Pupil Premium Funding for Year	**138380**

Impact of the use of Pupil Premium

The Pupil Premium is designed to narrow the gap between the most and least disadvantaged students in our communities. The data below, taken from our analysis of the 2016 results reflects the results gained by students who are either in the care of local authority, eligible for free school meals (or have been within the last 6 years) or who are children of parents serving in the Forces.

The quality of teaching has continued to improve with the support of pupil premium funding. This has been supported by the judgements made in the Ofsted inspection in February 2016. Systems are in place across the Academy to ensure that all staff are regularly updated with information about pupil premium students.

Raising achievement and narrowing the gap:

In 2017, 41% of disadvantaged students achieved the basics measure (A*-C in Maths and English) compared with a National figure for non-disadvantaged students of 69% (2016). This is a decrease of 14% on 2016. In 2017 41% of disadvantaged students achieved A*-C in Maths and 68% in English. In 2016 the figures were and 55% and 73% respectively.

Three levels progress between Key Stage 2 and Key Stage 4 is a key measure of the success of youngsters. The gap analysis for 2014-17 is shown below.

3LP	Eng 2014	Eng 2015	Eng 2016 (27% PP)	Eng 2017 (46% PP)		Maths 2014	Maths 2015	Maths 2016 (27% PP)	Maths 2017 (46% PP)
PP	41	71	85	64		18	43	69	27
nPP	68	91	89	60		59	68	60	58
GAP	**-27**	**-20**	**-4**	**4**		**-41**	**-25**	**9**	**-31**

In English the gap between disadvantaged and non-disadvantaged pupils has decreased consistently, in terms of the proportion making at least expected progress, between KS2 and KS4 since 2014. In both 2016 and 2017 the gap was just 4% with disadvantaged pupils outperforming non-disadvantaged in 2017.

In mathematics there was a similar trend between 2014 and 2016.when disadvantaged pupils outperformed non-disadvantaged by 9% in terms of the proportion making at least the progress expected of them. In 2017 increased and the non-disadvantaged pupils made the most progress.

2014 (Disadvantaged Summary)	**2015 (Disadvantaged Summary)**	**2016 (Disadvantaged Summary)**	**2017 (Disadvantaged Summary)**
English 997.1 Maths 995.1 Both of these measures are in line with the national figure	Progress 8 Measure English -.025	Progress 8 Measure English: 0.2 Maths: -0.2 Overall: -0.2 (-0.1 for all pupils)	Progress 8 Measure Validated data unavailable
The percentage making expected or better than expected progress in English was around the national figure. All pupil premium pupils achieved five	At least expected progress Maths 43% English 58%	At least expected progress Maths 69% (GAP 9%) English 85% (GAP -4%)	At least expected progress Maths 64% (GAP -31%) English 23% (GAP 4%)

or more GCSEs at grades A*-G including English and maths			

Attendance Data for disadvantaged students.

	WORDEN (2015/16)	NATIONAL (2015/16)	WORDEN (2016/17)	NATIONAL (2016/17)
Attendance (% of sessions missed)	5.3	7.2	6.3	7.5
% of persistent absentees (students missing 10% of sessions or more)	13.1	21.6	18.4	22.4

Our in-house PP v nPP gap is 0.25 compared to the national gap of 0.51.