

ACADEMY@WORDEN

PUPIL PREMIUM REPORT 2014/15

Academy@Worden received £118722 of pupil premium funding for the academic year 2014-15.

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	To improve literacy and numeracy with the implementation of a variety of intervention strategies.	During learning quarter, students placed into small groups to receive additional literacy and numeracy sessions to improve competency. Delivered by subject specialists.
2	Implement the Literacy Policy whole school.	The policy was improved and 'Accelerated Reading' programme put in place to improve KS3 literacy. All books now contain a literacy code for learning to provide support and consistency in student feedback.
3	Use TAs to provide additional learning opportunities.	TA`s provided 1 to 1 support for targeted students and small group sessions. Target groups linked to attainment and performance.
4	To develop and manage whole school initiatives relating to PP students.	A PP Coordinator was appointed to lead whole school initiatives.
5	Arrange CPD to improve teaching and learning.	Four 'Learning and Teaching' workshops were held for all staff during the year in addition to regular 'Teaching and Learning' meetings. PP INSET delivered to share good practice.
6	To raise awareness of PP students for individual members of staff and promote accountability.	PP registers were created and provided for all staff. These were updated half-termly in order to ensure data was as up to date as possible. Each subject area to provide feedback on progress of PP students.
7	To provide staff with training in order to best support PP students.	The PP coordinator went on a training course delivered by the national winners of the PP award. This information was then disseminated to staff via an INSET session to share good practice.
8	Provide a rewards and incentive system	The points system facilitates the provision of reward activities each half-term to encourage students to work consistently hard.
9	Provide a counselling service for students	A counsellor provided effective support on a weekly basis throughout the year for specific pupils.
10	Further improve careers advice and guidance for all students.	The Careers Adviser met with students in KS3, allowing for early intervention and guidance, which will then filter through to KS4.
11	Providing mentoring support to students, with a focus on KS4.	Each PP student to be given a mentor with whom they are to meet on a regular basis to discuss their progress and any issues across the school.
12	Further develop the use of 'RAISEOngoing' to monitor progress	RAISE-Ongoing used by subjects and on a whole school basis to track and analyse the performance and progress of all pupil groups. Whole school training given to staff.
13	Providing alternative curriculum opportunities	Places at alternative providers were secured for pupils needing intervention and additional support and motivation.
14	Improve attendance	The use of the breakfast club was expanded and more students invited to attend. Sky Sports came in to school to work with a cohort of PP students to increase attendance and motivation.

15	To improve self-esteem	Regular meetings took place with mentors, members of staff and the pastoral team to increase support. Sky Sports worked in conjunction with the school in the Raising the Bar project.
16	Provide additional classes for underperforming students	A 'HEAT' lab was provided each evening to support students in doing homework, coursework and researching on the internet. The timetable was re-written to facilitate additional classes for some subjects at key points in the year.
17	Provide ICT provision for students unable to access the internet at home.	The HEAT lab has been developed and is now open every evening to enable students to access computers and the internet to complete their homework. Laptops were purchased for students to use during lessons to support learning.
18	Maximise attainment and increase support for students in receipt of the pupil premium by offering additional revision sessions for KS4 pupils.	A quiet room was set up and run by staff to support students to revise from 4-5 during the evening in addition to the extra revision sessions.
19	Review the curriculum offer	The curriculum was reviewed and to ensure it was broad and balanced and offered sufficient choice to enable pupils to achieve and make good progress.
20	Strengthen assessment and reporting systems by appointing a Data and Assessment Coordinator	The DAC appointment was made. The 'I system' was introduced which improved intervention to ensure consistency and impact across all subjects.
21	Develop Individual Education Plans for students with additional needs.	The PP coordinator and SENCO continue to work together to support students with additional needs.
22	Purchase additional resources for students with additional needs.	A fund was set up to allow subjects to bid for additional funding to support the learning of PP students, in an attempt to reduce barriers to their learning.

Expenditure	£
SENCO/LEAD TA salaries	28973
Three additional TAs	23525
Attendance Officer salary	13410
Progress Manager salary	26256
Counselling Services	11409
Careers Adviser	6855
Breakfast Club	252
Rewards	630
Alternative Curriculum	4433
Teaching & Learning	670
Show My Homework	240
Young Enterprise	950

Accelerated Reader	1119
Pupil Premium Funding for Year	118722

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 2013 results reflects the results gained by our Free School Meals and students who are in the care of the Local Authority.

The quality of teaching has improved significantly with the support of pupil premium funding. Systems put in place across the school ensure that all staff are aware of exactly which pupils are identified a pupil premium students.

In 2015, 21% of FSM/ pupil premium students achieved five or more GCSE's at grade A*-C. In English, 43% of students achieved a grade C or above, with 29% achieving this in maths. When combined, 21% of students achieved at least 5 GCSEs at grade C and above including English and maths.

Three levels progress between Key Stage 2 and Key Stage 3 is a key measure of the success of youngsters. The gap analysis for 2014 and 2015 is shown below.

3LP	Eng 14	Eng 15		Maths 14	Maths 15
PP/FSM	41	69		18	38
nPP/nFSM	68	91		59	70
GAP	27	22		41	32

In English, the amount of students achieving at least 3 levels of progress has increased by 28%, with the gap reducing by 5%.

In Maths, the amount has increased by 20%, with the gap reducing by 9%.

In terms of 4 levels of progress, in English PP students achieving this increased by 22% and in maths this increased by 8%.

Raising achievement and narrowing the gap:

The data below is for pupils in who are in care (CLA) or in receipt of free school meals (FSM)

2014 (FSM or CLA)	2015 (FSM or CLA)
Whole school value added 976.2 (in line with the national average)	Whole school value added 995 (in line with the national average)
English 997.1 Maths 995.1 Both of these measures are in line with the national figure	Progress 8 Measure English -.025
Capped points scores in line with national figure	
The percentage making expected or better than expected progress in English was about the national figure. All pupil premium pupils achieved five or more GCSEs at grades A*-G including English and maths	Progress Maths 48% English 58%

Value added is a progress measure. It measures expected progress from Key Stage 2 to Key Stage 4. 1000 is the national average so anything above it is good and better. Anything indicated as Sig+ means that students achieved grades that were significantly above the national average and seen as particularly good in that area.

As you can see from the data above, Pupil Premium pupils performed in line with national averages in terms of progress from KS2 – 4. Due to a change in methodology, not all data is available for the above for 2015.

The amount of students who achieved at least 3 levels of progress in English has seen an increase of 28% on 2014, and in maths this figure increased by 20% overall. Gaps have reduced by 5 and 8% respectively.