

## ACADEMY@WORDEN

### PUPIL PREMIUM REPORT 2013/14

Academy@Worden received £117,421 of pupil premium funding for the academic year 2013-14.

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 intervention	Intervention in place using teaching assistants to support individuals and groups of pupils. Literacy targets used in lessons.
2	Implement the Literacy Policy	The policy was improved and 'Accelerated Reading' programme in place to improve KS3 literacy.
3	Use TAs to provide additional learning opportunities	TA`s provided 1 to 1 support for targeted students and small group sessions.
4	Reduce class sizes by recruiting additional staff	Additional TA`s and a Second in Maths were recruited.
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.
6	Provide inset sessions on literacy, challenge, differentiation and co-operative learning strategies	A full day of 'KAGAN' training took place which provides strategies to help increase cooperative learning.
7	Provide intervention sessions by contracting outside agencies and monitoring the quality of provision	The IDSS service from Lancashire provided valuable intervention and support. School nurse and counsellor sessions provided.
8	Provide a rewards and incentive system	The points system facilitates the provision of reward activities each half-term.
9	Provide a counselling service for students	A counsellor provided effective support on a weekly basis throughout the year.
10	Further improve careers advice and guidance	Careers advisor in school for one and a half days providing support and guidance through a range of activities.
11	Providing mentoring support	Staff mentors met regularly with targeted students to provide advice and support.
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.
13	Providing alternative curriculum opportunities	Places at alternative providers were secured for pupils needing intervention and additional support and motivation.
14	Improve attendance	Attendance improved whole school.
15	Improve self-esteem in the target group by providing a Nurture Group facility	Break and lunch time clubs provided valuable individual and group support. Breakfast, after school and holiday revision sessions took place in many subject areas.
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' was available to pupils for one hour after school every day to enable internet access and the facility to complete homework.

18	Maximise attainment and increase support for students in receipt of the pupil premium by appointing additional teaching assistants	The number of teaching assistants employed provided the support for identified pupils.
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	This aspect continues to be developed.
22	Purchase additional resources for students with additional needs	Additional resources were purchased as need was identified for both individuals and groups of pupils.

## Spending report

<b>Expenditure</b>	<b>£</b>
SENCO/Lead TA salaries	25011
Three additional TAs	25632
Progress Manager salary	18526
Attendance Officer salary	12702
Counselling Services	13611
Careers Adviser	6600
Breakfast club	527
IDSS	3154
Rewards and resources	8557
Alternative curriculum	2631
KAGAN and T&L	270
Show My Homework	200
<b>Total</b>	<b>117,421</b>

## **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 2013, 100% of FSM/pupil premium students achieved five or more GCSEs at grade A\*-C. In addition, the gap narrowed by 8% between 2012 and 2013 for the percentage of pupil premium students achieving five or more GCSEs at grades A\*-C 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 2012 and 2013 is shown below.

<b>3LP</b>	Eng 12	Eng 13		Maths 12	Maths 13
PP/FSM	78%	44%		47%	53%
nPP/nFSM	93%	74%		79%	61%
<b>GAP</b>	<b>15%</b>	<b>30%</b>		<b>32%</b>	<b>8%</b>

The gap for maths has reduced by 24%.

## 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)

2012 (FSM or CLA)	2013 (FSM or CLA)
Whole school value added 1036.2 (Sig+)	Whole school value added 1021.0 (Sig+) FSM Whole school value added 1057.4 (Sig +) CLA
English 1003.8 (Sig+) Maths 998.7 Both of these measure above the national figure	English 998.2 Maths 997.2 Both of these measure in line with the national figure
Capped points scores significantly above national fig	Capped points scores and total points scores for FSM pupils significantly above the national figure for GCSEs and equivalents.
The percentage making expected or better than expected progress in English was significantly about the national figure. All pupil premium pupils achieved five or more GCSEs at grades A*-G including English and maths	Over half the FSM and CLA pupils made expected or better than expected progress in both English and maths. All pupil premium pupils achieved five or more GCSEs at grades A*-G.

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 or significantly above national averages in terms of progress from KS2 – 4.

Gaps narrowed for 5+A\*-C inc English and Maths and for the percentage of pupils making expected progress in maths between 2012 and 2014 by 7% and 8% respectively. The gap widened as far as pupils making expected progress in English.

### Trends 2011-13 from FFT analysis

In terms of contextualised value added for 2011-13 average, FSM (ever 6) pupils exceeded 5+A\*-C inc En and Ma targets by 13% which was significant.

FSM (ever 6) pupils exceeded English 3 levels progress targets by 21% which was significant.

FSM (ever 6) pupils exceeded English 3 levels progress targets by 7% and capped points score target by 30 which was also significant.

In terms of value added for 2011-13 average, FSM (ever 6) pupils exceeded 5+A\*-C inc En and Ma targets by 2%, English 3 levels progress targets by 8% and capped points score target by 17.