

## ACADEMY@WORDEN

### PUPIL PREMIUM REPORT 2015/16

Academy@Worden received £138380 of pupil premium funding for the academic year 2015-16.

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.	<ul style="list-style-type: none"> <li>● Numeracy CPD held and actions taken by staff</li> <li>● 'Times Tables Rockstars' has been introduced and a House Competition introduced along with rewards for improved scores</li> <li>● 'Mathematics Mastery' has been introduced for the 2016 Year 7 cohort and, if successful, will roll forward to Y8 next year.</li> <li>● Year 11 Students have received extra, timetabled, numeracy and literacy sessions (2 per week)</li> </ul>
2	Embed revised and improved literacy & numeracy policies.	<ul style="list-style-type: none"> <li>● Literacy marking code has been implemented whole school</li> <li>● The 'Consistent Approaches to Teaching Numeracy' book has been updated and circulated to all staff</li> </ul>
3	Improve literacy through coordinated use of the Accelerated Reader programme for pupils in Years 7-10.	<ul style="list-style-type: none"> <li>● The 'Accelerated Reader' programme is now embedded and having significant impact in raising standards in literacy. Pupil progress in Literacy is significantly above national average based on prior attainment.</li> </ul>
4	Use teaching assistants to provide additional learning opportunities and individualised support.	<ul style="list-style-type: none"> <li>● TAs continue to provide 1 to 1 support for targeted students and run regular small group sessions. Target groups linked to attainment and progress</li> </ul>
5	Provide further CPD to improve teaching and learning and marking and feedback, including personalised revision for Y11 pupils.	<ul style="list-style-type: none"> <li>● Regular staff CPD sessions held which is based on Allison &amp; Tharby 'Making Every Lesson Count'. These have included workshops on Marking &amp; Feedback.</li> <li>● Gap analysis introduced which is being rolled out through the Academy to ensure gaps in knowledge are addressed.</li> <li>● HEAT timetable has been amended for the forthcoming year to incorporate a more revision based programme for KS4 students.</li> <li>● Revision guides provided for all PP students.</li> </ul>
6	Use outside agencies to monitor and quality assure provision.	<ul style="list-style-type: none"> <li>● SIP has carried out a number of visits to QA provision. Confirmed provision to be at least good.</li> <li>● An SLE from a local outstanding secondary school has visited, carried out observations</li> </ul>

		and as a result supported judgements of the SLT.
7	Provide a counselling service for students.	<ul style="list-style-type: none"> <li>An experienced Counsellor continues to provide effective support for a number of pupils throughout the year.</li> </ul>
8	Provide effective careers advice and guidance.	<ul style="list-style-type: none"> <li>A careers advisor in post and providing IAG/support to KS3 and 4 pupils with priority given to PP students.</li> </ul>
9	Provide mentoring support for Y11 pupils.	<ul style="list-style-type: none"> <li>All Year 11 students are offered a mentor (with almost all taking up this offer) and meet weekly to discuss revision, time management and post 16 plans.</li> </ul>
10	Provide a buddy programme for new Y7 pupils and develop skills of older pupils through taking on the role of a buddy.	<ul style="list-style-type: none"> <li>A group of Y8 pupils were trained to take on the role of 'Buddy' to a Year 7 student.</li> </ul>
11	Improve attendance in target groups by expanding the Breakfast Club.	<ul style="list-style-type: none"> <li>PP students are offered free toast each morning to improve attendance/punctuality. Take up has been good.</li> </ul>
12	Improve attendance by consolidating initiatives to support students with the lowest attendance.	<ul style="list-style-type: none"> <li>Attendance for PP students is above NA. (Overall absence: Worden 5.3% National 7.2%. Persistent absentees: Worden 13.1%, National 21.6%)</li> </ul>
13	Provide a 'Nurture Group' facility and support for pupils with emotional difficulties.	<ul style="list-style-type: none"> <li>Acorns group is continuing to support pupils with social and emotional difficulties.</li> <li>Lead TA will be leading groups in 2016/17.</li> </ul>
14	Provide additional classes for underperforming students before, during and after School.	<ul style="list-style-type: none"> <li>Intervention classes are taking place for KS3 pupils in Maths and for a large number of Y11 students.</li> <li>Method Maths resources have been used for Y7 students entering below the expected standard.</li> </ul>
15	Provide additional classes for students during holidays to maximise achievement.	<ul style="list-style-type: none"> <li>A comprehensive programme of revision sessions have continued to take place during school holidays including some weekend sessions.</li> </ul>
16	Provide resources, uniform & ICT equipment for students who require assistance.	<ul style="list-style-type: none"> <li>Uniform, PE Kit, Food Tech ingredients funded for students where financial assistance is needed.</li> </ul>
17	Increase the involvement of parents and carers to ensure they understand their role in maximising the achievement of their child(ren).	<ul style="list-style-type: none"> <li>Evenings held for Y7 parents regarding Home Learning and revision skills.</li> <li>Revision information evenings held for parents of KS4 students including evenings for KS4 Maths.</li> </ul>
18	Develop Individual Learning Plans for students with additional needs.	<ul style="list-style-type: none"> <li>Learning plans in place, up to date and made available to relevant teaching and support staff.</li> </ul>
19	Purchase specialist resources & develop Education, Health and Care Plans for students with additional needs.	<ul style="list-style-type: none"> <li>WRAT tests available and used to assess students literacy levels.</li> </ul>
20	Establish a team of staff Pupil Premium Champions to ensure action is taken to	<ul style="list-style-type: none"> <li>Subject areas have nominated PP Champions. Named staff are ensuring PP</li> </ul>

	narrow the attainment gap across all subject areas.	remains a repeat agenda item in Faculty/Department meetings and fed back to PP Coordinator.
21	Further develop the rewards and incentive system, including developing opportunities to celebrate success.	<ul style="list-style-type: none"> <li>● GEM initiative introduced to raise attainment at KS4. To be extended in 2016-17.</li> <li>● Reward trips and celebration assemblies take place half termly.</li> <li>● Year 11 revision card initiative introduced to reward students and encourage independent learning.</li> </ul>
22	Provide support for pupils to improve handwriting.	<ul style="list-style-type: none"> <li>● Handwriting intervention is taking place for identified students during Learning Quarter.</li> </ul>
23	To provide opportunities for pupils to visit universities, colleges and employers in order to raise aspirations.	<ul style="list-style-type: none"> <li>● Students have visited several universities in order to raise aspirations.</li> </ul>
24	To allow pupils the opportunity to access music lessons and trips without cost being a barrier.	<ul style="list-style-type: none"> <li>● Support with cost of trips provided. Music group taking place at lunch time. Pupil Survey carried out regarding interest in music provision.</li> </ul>
25	To provide training in revision techniques for KS4 pupils and provision for improving performance in controlled assessment.	<ul style="list-style-type: none"> <li>● Revision skills days taken place for KS4 students and new Year 7 students.</li> </ul>
26	To support primary transition work and improve links with feeder schools ensuring staff are aware of the standards achieved by new Y7 pupils.	<ul style="list-style-type: none"> <li>● All feeder primary schools contacted with a view to subject based visits and moderation and asked to provide samples of students work.</li> <li>● All students given online transition learning to complete during Summer holiday.</li> <li>● All feeder primary schools invited to take part in 'Times Table Rockstar' competition.</li> </ul>
27	Review the curriculum offer to help reduce attainment and progress gaps.	<ul style="list-style-type: none"> <li>● Time increased in certain subjects to ensure more accessible for students.</li> </ul>
28	Continue to strengthen assessment and reporting systems by increasing assessment points and improving the quality of the data. (Data Sec)	<ul style="list-style-type: none"> <li>● Increased number of assessment points to 6 per year.</li> <li>● New tracking procedures in place for Year 7 students.</li> <li>● Data Sec purchased and Data Manager trained to allow more sophisticated monitoring of progress of different groups.</li> </ul>
29	To provide opportunities for pupils to be involved in sport and extra-curricular activities and competitions.	<ul style="list-style-type: none"> <li>● 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.</li> </ul>

<b>Expenditure</b>	<b>£</b>
SENCO/LEAD TA salaries	30456
Three additional TAs	23398
Attendance Officer salary	14277
Progress Manager salary	26054
Counselling Services	12214
Careers Adviser	4436
Breakfast Club	1560
Rewards	980
Data Sec	3750
Teaching & Learning	186
Show My Homework	1000
Young Enterprise	950
Accelerated Reader	3224
Maths Mastery	3270
<b>Pupil Premium Funding for Year</b>	<b>122485</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 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 2016, 55% of disadvantaged students achieved the basics measure (A\*-C in Maths and English) compared with a National figure for non-disadvantaged students of 69%. This is an increase of 16% on 2015. In 2016 55% of disadvantaged students achieved A\*-C in Maths and 73% in English. In 2015 the figures were 27% and 47% 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 2014-16 is shown below.

<b>3LP</b>	Eng 2014	Eng 2015	Eng 2016		Maths 2014	Maths 2015	Maths 2016
PP	41	71	85		18	43	69
nPP	68	91	89		59	68	60
GAP	<b>27</b>	<b>20</b>	<b>4</b>		<b>41</b>	<b>25</b>	<b>-9</b>

In English, the number percentage of PP students making at least expected progress increased by 14% and the gap in progress between disadvantaged and non-disadvantaged is just 4%. In Maths, the percentage of PP students making at least expected progress has increased by 26%. Disadvantaged students out performed non disadvantaged students with 69% of PP students making at least expected progress compared with 60% of non PP students.

In terms of 4 levels of progress, 46% of PP students made more than expected progress in English compared with 40% of non PP students.

<b>2014 (Disadvantaged Summary)</b>	<b>2015 (Disadvantaged Summary)</b>	<b>2016 (Disadvantaged Summary)</b>
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)
The percentage making expected or better than expected progress in English was around the national figure. All pupil premium pupils achieved five or more GCSEs at grades A*-G including English and maths	At least expected progress Maths 43% English 58%	At least expected progress Maths 69% (GAP -9%) English 85% (GAP 4%)

## Attendance Data for disadvantaged students.

	<b>WORDEN</b>	<b>NATIONAL</b>
<b>Attendance (% of sessions missed)</b>	<b>5.3</b>	<b>7.2</b>
<b>% of persistent absentees (students missing 10% of sessions or more)</b>	<b>13.1</b>	<b>21.6</b>