

Neale Wade Academy Pupil Premium Strategy 2018-2019

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2016. PPG provides funding for two policies:

- Raising the attainment of disadvantaged pupils of all abilities to reach their potential
- Supporting children and young people with parents in the regular armed forces

Pupil Premium provides funding for pupils in the following categories:

- Those children who have been in receipt of free school meals (FSM) at any point in the past six years (£935 per child)
- Those children who have been looked after for the past six months (1900 per child *£1800 from Cambs)
- Those children who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order (Post LAC) (£1900 per child)
- Those children whose parents are currently serving in the armed forces or were eligible for funding in the last four years (Ever 4 Service Child) (£300 per child)

Neale Wade Academy's Pupil Premium Profile 2018-2019	
Total number of pupils in the school:	1360 (incl Post-16) 1217 (exc Post-16)
Number of PP eligible pupils:	Y7: 44; Y8: 48; Y9: 50; Y10: 60; Y11: 77; Total: 279 (22.9%)
Number of LAC:	Y7: 3; Y8: 4; Y9: 1; Y10: 2 ; Y11: 2; Post-16: 2 (14)
Total Pupil Premium Budget:	£329,120

Year Group	Total	PP	%
7	267	44	16.4%
8	273	48	17.5%
9	215	50	23.2%
10	218	60	27.5%
11	244	77	31.5%
Totals	1217	279	22.9%

Key statements from last Ofsted report relating to the performance of disadvantaged pupils at Neale Wade Academy:

‘An above-average proportion of disadvantaged pupils attend the school.’

‘Vulnerable pupils are well cared for.’

‘Disadvantaged pupils make similar or sometimes better progress than their peers nationally.’

‘Additional funding received by the school is used well to improve outcomes for pupils. The impact of the pupil premium funding to target disadvantaged pupils is evaluated annually to ensure that only the most effective support strategies are used. These pupils make better progress than in the past due to well-targeted group work. The year 7 catch-up funding has helped to improve pupils’ reading skills.’

‘Vulnerable pupils told the inspectors they feel the school supports their needs well and that there is always someone they can turn to if they need to talk about their problems. Displays around the school provide a constant reminder that some pupils face tougher challenges than others. For example, a display in the school foyer about young carers brings home to pupils that some pupils have much more to cope with at home than others.’

‘The attendance of disadvantaged pupils and of those who have special educational needs has improved year on year. This is due to the increased profile of the importance of regular attendance and how this links to achievement.’

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'Disadvantaged pupils' progress did not match that of their non-disadvantaged peers nationally in 2016, but the differences in progress continue to diminish. Current information and scrutiny of pupils' books indicate that in some instances disadvantaged pupils achieve as well as their peers, if not better, or are catching up quickly.'

'Pupil premium funding has been used effectively to provide small-group support, extra classes in English and mathematics, and a comprehensive support package for pupils who are looked after.'

Focus of funding allocated 2018-2019:

The aim of our PP funding at Neale Wade Academy is to address any inequalities between disadvantaged pupils with other pupils in our care. We do this by ensuring that the funding is strategically and effectively targeted to address barriers to success and academic progress/achievement between PP and non-PP students. When identifying strategies and allocating funding to particular projects we consider the impact of previous experience in our school context, as well as applying knowledge gained from external research such as the findings of the Sutton Trust and pedagogical research into SOLO and Bloom's Taxonomies. We are committed to using a range of measures to evaluate the impact of the spend as an ongoing process throughout each academic year. This includes data analysis following PPE periods and individualised monitoring and evaluation processes. These are developed in conjunction with staff who have specific responsibilities for reviewing pupil premium spend.

The school allocates funding in the following areas:

Curriculum – focus on literacy and numeracy and intervention to close progress gaps and lower performing subjects

Specific groups' need – MPA; LPA; SEND; BESD; LAC

T&L – develop a culture of consistency and creativity in lessons day-to-day underpinned by a culture of research

Cultural Capital – extra-curricular/enrichment opportunities

Attendance and punctuality – implement strategies to address any gaps

Barriers to success – greater number of outliers amongst PP students

Plan of Strategy 2018-2019

Focus	Desired outcomes/success criteria	Rationale (based on data)
Cultivate improved relationships with PP students and parents in order to promote better attendance, more engagement and achievement	0 gap in average P8 score between PP and non-PP (with outliers removed). Persistence absence (PA) of PP students reduced by 10%	2017-2018: P8 Gap PP and Non-PP: 0.3
Chosen strategies and actions		
<ul style="list-style-type: none"> • Invited Parent Meetings with Progress Leaders overseen by CEH • Closer liaison with Year teams through fortnightly meetings • Development of personal education plans with support from AP when necessary • Additional resources funded as and when necessary • Monitoring of attendance at intervention sessions • Mentoring by CEH • Review of attendance procedures and adoption of more nurturing process for PP • PP RAP meetings • Weekend and holiday revision for non-core subjects 		
How is impact monitored?		Person(s) responsible
PPE analysis Attendance data Line management meetings RAP		CEH; Progress Leaders; AW
Evaluation of impact		

Focus	Desired outcomes/success criteria	Rationale (based on data)
Narrowing the gap in the Progress 8 score between PP and non-PP students in Year 11 in maths	0 gap in average P8 score between PP and non-PP in maths (with outliers removed)	2017-2018 Maths P8 scores: All: -0.5 Non pp: -0.5 PP: -0.7 Gap: 0.2
Chosen strategies and actions		
<ul style="list-style-type: none"> • Intensive days • After school revision (no cost) • Before school revision programme (breakfast + catering staff) • Weekend revision programme (staffing cost) • Transport to attend extra sessions (mini-bus) • Revision guides • PIXL APP • Maths intervention assistant • One-to-one tuition (LAC hourly predictions) 		
How is impact monitored?		Person(s) responsible
PPE analysis Line management meetings Learning Walks RAP		CEH; JR; MH
Evaluation of impact:		

Focus	Desired outcomes/success criteria	Rationale (based on data)
Narrowing the gap in the Progress 8 score between PP and non-PP students in Year 11 in English.	0 gap in average P8 score between PP and non-PP in English (with outliers removed).	2018 English Progress 8 scores: All: -0.7 Non-PP: -0.5 PP: -1.0 Gap: 0.4
Chosen strategies and actions		
<ul style="list-style-type: none"> • Intensive days • Revision guides for all PP students • One-to-one intervention with individuals • Transport to attend extra sessions • English intervention assistant • Funding of trips to see Literature plays 		
How is impact monitored?		Person(s) responsible
PPE Analysis Line management meetings RAP		CEH; JR; PH
Evaluation of impact		

Focus	Desired outcomes/success criteria	Rationale (based on data)
Narrowing the gap in achievement for Year 11 PP students in Science	Reduce gap in number of students achieving 2+ grade 4 or above Science between PP and non-PP	2017- 2018 Science: Non-PP: 40% PP: 9% Gap: 31%
Chosen strategies and actions		
<ul style="list-style-type: none"> • Revision guides for all PP students • One-to-one intervention with individuals • Transport to attend extra sessions • Science intervention assistant 		
How is impact monitored?		Person(s) responsible
PPE Analysis Line management meetings RAP		CEH; SA; JR
Evaluation of impact		

Focus	Desired outcomes/success criteria	Rationale (based on data)
Narrowing the gap in achievement between PP and non-PP students in KS3	0% gap between PP and non-PP	See separate document
Chosen strategies and actions:		
<ul style="list-style-type: none"> • Testing of all students for reading accuracy, reading comprehension, spelling and numeracy • Reading, literacy and numeracy programmes for those below the average range • Small group intervention in maths • Regular PPE (based on GCSE examinations) and adoption of GCSE criteria • Purchase of PE kit, uniform if it's a barrier • Funding of trips when necessary • Corrective Reading and 'Everyone Can Read' • ACES • Student Welfare • Pupil Support Unit • CORE • Early options process for Year 8 • PA support • Provide equipment to individuals when requested 		
How is impact monitored?		Person(s) responsible
PPE analysis Line management meetings KS3 RAP		CEH; TH; Progress Leaders
Evaluation of impact		

Focus	Desired outcomes/success criteria	Rationale (based on data)
Narrowing the gap in achievement for PP pupils who are identified with specific needs (SEND) in Year 11.	0.0 average P8 score for SEND PP students	2017-2018: Average P8 score of PP SEND was -0.9 Average P8 score of Non-PP SEND was -0.69 Average A8 score of PP SEND was 2.35 Average A8 score of All SEND was 2.66

Chosen strategies and actions

- ALC
- CORE
- Trekking
- Mr Dow's 'Magic' group
- Student Welfare
- Mentoring for individuals by CEH/parental meetings/ bespoke plans
- Exam access arrangements

- TA support
- One to one tuition
- PA support
- Providing equipment (catering ingredients)
- ACES

How is impact monitored?	Person(s) responsible
Line management meetings RAP PPE analysis; Monitoring of reading levels; Monitoring of behaviour incidents	CEH; TH KD

Evaluation of impact

Focus	Desired outcomes/success criteria	Rationale (based on data)
Maximising achievement of looked after children.	<ul style="list-style-type: none"> • P8 scores of 0 for Year 11 LAC • Expected progress from starting points for Yr7-10 LAC 	2018 P8 +0.07 (4 students)
Chosen strategies and actions		
<ul style="list-style-type: none"> • One to one mentoring by CEH • One to one tuition in maths, English and science • Transport funding to intervention and extra enrichment opportunities • Music lessons • Gym memberships • Access to Student Welfare • Access to CORE • Revision Guides • Laptop provision • Trips linked to the curriculum 		
How is impact monitored?		Person responsible
<ul style="list-style-type: none"> • Termly PEP meetings; • PPE analysis • Line management meetings between CEH and AW • Cambs, Milton Keynes; Norfolk and Peterborough Virtual Schools quality assurance processes through epep systems 		CEH
Evaluation of impact		

Focus	Desired outcomes/success criteria	Rationale (based on data)
<p>Raising aspirations and numbers of PP students going on to college and university</p>	<ul style="list-style-type: none"> 95% of Year 11 PP leavers go to Sixth Form or College 	<ul style="list-style-type: none">
<p>Chosen strategies and actions</p>		
<ul style="list-style-type: none"> University Visits and attendance at individual open days One to one mentoring for Year 11 students Alumni Project with Year 10 and Future First Alumni Project with Year 9 and Future First University trip to Lincoln with Year 9 and Year 10 students WOW project (World of Work) Careers festivals Employer interviews Designated careers person – interviews ongoing with individuals Providing equipment for certain subjects such as ingredients for catering 		
<p>How is impact monitored?</p>		<p>Person responsible</p>
<p>UCAS Applications NEET Data</p>		<p>CEH; SM; HP; CS</p>
<p>Evaluation of impact</p>		

Overview of funding – Anticipated Funding 2018/19 £329,120

Intervention strategy	PP Cost	Notes
Intensive maths days	1200.00	estimate
Intensive English days	1200.00	estimate
Before school revision	5250.00	estimate
Weekend revision	2645.50	estimate
Holiday revision	2961.50	estimate
Transport (minibus)	3350.50	Estimate based on last year's costs
Revision guides	1000.00	English, maths and science
PIXL APPS	250.00	
Maths Intervention Assistant	26555.00	
AP for disadvantaged	36559.00	% of salary
One-to-One tuition	7496.39	LAC one to one tuition
Corrective Reading	500.00	
Everyone Can Read	500.00	
ACES	24512.00	6 PP students out of 13 = 46% of salaries
Student Welfare	19128.50	% of £39,954.36
ALC	65000.00	128,629.40 total salary 50% to PP
CORE	22269.21	% of 31,398.60
Behaviour Strategy inc. Trekking	35080.90	% of £109,669
Transport (taxis)	1375.00	
Music lessons	354.00	
Uniform	1200.00	
Equipment, inc catering ingredients	3750.00	
Pastoral PA support	55532.30	% of PA salary
Trips	1150.00	Iceland, Arvon, Geography field trips,
University visits/Careers	8800.00	
Alumni project	1500.00	

