



Pupil Premium Funding **2016 – 2017**

Key Findings from – ‘Supporting the attainment of disadvantaged pupils: articulating success and good practice’ Research report November 2015 Shona Macleod, Caroline Sharp, Daniele Bernardinelli - National Foundation for Educational Research Amy Skipp - Ask Research Steve Higgins - Durham University

- Schools have used an average of 18 strategies to support disadvantaged pupils since the Pupil Premium was introduced in 2011. Greater success for disadvantaged pupils was associated with schools using fewer strategies and a combination of metacognitive, collaborative and peer learning strategies
- The way schools implement their strategies is important. The research identified seven distinct ‘building blocks of success’ including: an emphasis on achievement for all pupils, addressing the needs of individual pupils, using evidence in decision-making and responsive leadership
- Schools’ typical pathways to improvement take around three to five years. Beginning with a focus on attendance and behaviour alongside quality teaching, schools can embed their support for disadvantaged pupils, and the most successful are able to contribute to system improvement

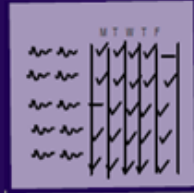
1. Whole-school ethos of attainment for all:

Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



2. Addressing behaviour and attendance:

Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.



3. High quality teaching for all:

Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.



4. Meeting individual learning needs:

Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



5. Deploying staff effectively:

Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.



6. Data driven and responding to evidence:

Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.



7. Clear, responsive leadership:

Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.



Pupil Premium Used To Fund	Link to NFER Research	Description	Expenditure	Projected Outcomes
A) Revision Materials	1,4	Supplement the learning beyond the Academic day. All Key Stage 4 Premium Grant students to receive revision materials	£4000	Raise the attainment of Premium Grant students across the Key Stage 4 Curriculum by allowing them access to resources outside of the classroom.
B) Data/ Finance Team	6	Use of Dataforce and constant tracking of individual students. Termly reports based on student progress and expenditure. This will affect all Premium Grant students	£14000	Increased awareness of ongoing targets and variations so that intervention needs can be identified and met for individual students.
C) Technical Support within Technology, PE, Science, Expressive Arts and whole school ICT support	3,4, 5	Technicians are to be made aware of all Premium Grant Students in order to target assistance and ensure the development of students and the progress of these students within lessons and beyond from a technical perspective.	£40500	Raise the knowledge, understanding and skills base of the Premium Grant students within these Curriculum areas and raise aspirations through further access to the Curriculum.
D) Teaching Assistants and Curriculum Tutors with additional allowances for literacy and numeracy	3,4,5	Teaching Assistants employed to raise Literacy levels, targeting specific children. Teaching Assistants employed in order to raise student achievement, targeting specific SEND children within the Pupil Premium Grant Cohort.	£58500	Increased reading ages within the Academy. Small group work, targeted intervention ensuring access to the curriculum for these groups of students.
E) Staff Training/PIXL resources to ensure High Quality first teaching	3, 4	Staff trained in the use of resources to support the achievement of PP students. Training provided to staff to support the findings and application of recent research. Teaching Leaders participants.	£15000	Increased awareness of research and current developments to implement new strategies for PP students
F) Pastoral and attendance Support Staff	2,4	Support provided by staff in terms of social and emotional needs, family liaison and attendance. Working with families across the Key stages to ensure all students are able to attend school on time.	£87000	Raise attainment and attendance of PP students through well supported interventions for students and families with external difficulties

G) Investment in Leadership	1,7	Additional salary allowances for senior and middle Academy leaders to raise the achievement and the quality of first teaching and learning that PP students receive	£81000	It is intended that Premium Grant students will increase their levels of progress due to the intervention and strategies put in place Academy Leaders to support them additionally.
H) Curriculum Bidding – Capitation.	4	To be used by Curriculum areas to bid for additional funding to support the learning that takes place in lessons, eg ingredients for catering lessons, Music tuition, Maths Intervention tutor, laptops for use at home	£10400	Development of further learning opportunities within the classroom and beyond allowing for wider access to additional learning experiences.
I) Curriculum development beyond the classroom	4	To be used by Curriculum Leaders to ensure that all students are able to access trips and visits that form a compulsory part of the curriculum and exam syllabus	£7000	Enhance Premium Grant students’ experiences. Premium Grant students given opportunities otherwise unobtainable.
J) Behavioural Intervention Specialist and Behaviour team, Educational Psychologist	4	Behavioural Intervention Specialist. Allow our most in need students’ access in a reduced time frame.	£29500	To improve behaviour for specific Premium Grant students in order for them to access the Curriculum fully and make progress in line with expected progress and beyond.
K) External Curriculum Catering Costs	4	Catering for revision sessions and breakfast clubs to support healthy lifestyle choices for PP students	£9000	To encourage attendance at extra sessions and ensure that PP students are receiving adequate nutrition
L) External Agencies Support	4	Branching out / CAHMS / YOUTHink / Teens and Toddlers / Inspire/ Educational Welfare.	£4000	Students will receive the required support and guidance to make the correct choices whilst at the Academy and beyond.
M) Alternative Provision	3,4	Alternative Provision for our students who require a personalised curriculum offer	£12100	All students who are taught as part of Alternative Provision or educated off site to have equal opportunity to achieve their expected level of progress.

N)Frontline Resources	2,4	Day to day assistance for those who require additional resources.	£3000	Allowing all students the opportunity to access all learning and to ensure no student is singled out for not having the correct equipment or uniform due to no fault of their own.
O)Visit Contributions - non curriculum	4	Designed to encourage higher aspirations for further study, eg. University visits, visits to local businesses.	£10000	Enhance Premium Grant students' experiences. Premium Grant students given opportunities otherwise unobtainable.
P)Enrichment Activities / Rewards	4	To encourage further participation within Academy life – to raise aspirations and to give the skills to be able to tackle stress and build emotional wellbeing. Reward students for punctuality, hard work and perseverance in class. E.g. DofE, Debatemate	£4000	Raising aspirations, demonstrating high expectations.
Q)CEAIG	1	Provide external careers guidance to raise the aspirations of PP students	£3000	Students will be aware of future career pathways and what qualifications are required to get them to meet their future goals.
R)Out of Hours Learning/ Holiday revision/Parental Engagement	1, 6	Raising standards across English and Maths - 4/5 3/4 6/7 borderline children. Securing Success Evenings to inform parents how best to support their children	£6000	Raise the attainment of Premium Grant students across the Key Stage 4 Curriculum by allowing them access to teaching outside of the usual academy day. Revision skills and workshops shared with parents to ensure adequate support