

# Pupil Premium

## What is it?

The Pupil Premium funding is a sum of money allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as Ever 6 FSM). Funding is allocated to schools to work with pupils:

- who have been in receipt of FSM any time over the past 6 years (known as Ever 6 FSM).;
- that were adopted from care in England (including those adopted before December 2005);
- that left care under a Special Guardianship Order (under the Children Act 1989);
- that left care under a Residential Order (under the Children Act 1989);

## Why has it been introduced?

The Government believes that Pupil Premium is the best way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Readers should be aware that, given the current reduction in school budgets, Pupil Premium does not represent a new source of funding, but simply a reallocation of existing resources away from one group towards another. Whilst we are broadly in support of this initiative, we take issue with the premise that such a re-distribution can be achieved without difficult choices surrounding the allocated funds.

Notwithstanding the observations above, Berwick Academy is fully committed to narrowing this gap, whilst recognising that all our students are equally important and striving to create the best opportunities and experiences for all students. Furthermore, the leadership and Governors believe that a greater scrutiny of the support given to the most vulnerable students can only serve to improve the teaching and leadership within the school and we welcome the rigour that this has introduced to our thinking in a number of areas.

A brief outline of the school's Pupil Premium Profile is provided below:

<b>Berwick Academy Pupil Premium Profile 2016/17</b>	
<b>Total number of pupils in school</b>	<b>692 of which 491 are in Year 9-Year 11</b>
<b>Number of PP- eligible pupils</b>	<b>120 (deprivation) + 2(service) + 5.17(LAC)</b>
<b>Amount per funding per pupil</b>	<b>£935(deprivation) +£300(service) +£1,900(LAC)</b>
<b>Total pupil premium budget</b> (EFA revised allocation)	<b>£128,188</b> <span style="float: right;"><b>LAC Funding£6,375</b></span>

A comparison of total funding over the last two years against 2015-16 projected fund is shown below:

<b>Berwick Academy Pupil Premium Funding – 3 Year Trend</b>				
	<b>2017/18</b>	<b>2016/17</b>	<b>2015-16</b>	<b>2014-15</b>
	<b>Projected</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>
<b>Pupil Premium Funding</b>	<b>129,965</b>	<b>128,188</b>	<b>112,800</b>	<b>115,665</b>
<b>As a proportion of total Funding</b>	<b>3.8%</b>	<b>3.4%</b>	<b>2.9%</b>	<b>2.8%</b>

The latest Ofsted Section 8 Inspection, conducted in October 2016, evaluated the school's current position with regard to Pupil Premium as follows.

<b>Evidence of School Performance</b>	
<b>Key Statements from Ofsted report(s)</b>	<p>OFSTED Visit October 2016</p> <p>A recent review of the pupil premium is being used to inform tracking, teaching and the use of interventions. Although attendance for disadvantaged pupils has improved, their progress remains considerably weaker than that of other pupils nationally.</p>

In 2015, the school carried out a Self-Evaluation of its Pupil Premium strategy as part of an ongoing Pupil Premium Audit by Anita Bath, Headteacher of Sacred Heart High School.

The audit identified 8 areas of focus to ensure that our disadvantaged students make the best progress they can. A summary of the issues and objectives in each of these 8 areas, together with the amount of Pupil Premium Funding allocated to each area for the year 2015/16 is shown below.

As part of the school quality assurance processes the school intends to carry out a review of its Pupil Premium strategy.

<b>How Pupil Premium Money is invested</b>				
<b>Focus</b>	<b>Barriers to Learning</b>	<b>Desired Outcomes</b>	<b>Success Criteria</b>	<b>Cost</b>
<b>Literacy</b>	Inability to access texts and relate to the broader curriculum	<ul style="list-style-type: none"> <li>Greater confidence with text</li> <li>Improved extended writing</li> </ul>	Proportion of Disadvantaged students achieving/exceeding expected progress in English increases	<b>£10,599</b>
<b>Numeracy</b>	PP students lack confidence with basic numeracy and fail to achieve the numeracy threshold for apprenticeships and sixth form	<ul style="list-style-type: none"> <li>Greater confidence with basic manipulation of number</li> <li>Support for 'mastery' programme in maths</li> </ul>	Proportion of Disadvantaged students achieving/exceeding expected progress in Maths increases	<b>£7,365</b>
<b>Attendance</b>	Students who have poor attendance fall behind relative to their peers.	<ul style="list-style-type: none"> <li>Disadvantaged students attend and achieve</li> </ul>	<ul style="list-style-type: none"> <li>Reduction of &gt;10% absence</li> <li>No gap between average attendance of PP and non-PP students</li> </ul>	<b>£16,566</b>
<b>Aspiration</b>	Students do not access the additional support offered because they do not value it	<ul style="list-style-type: none"> <li>More students reaching threshold for sixth form</li> <li>PP students making appropriate levels of progress</li> </ul>	<ul style="list-style-type: none"> <li>Improved 3L for PP students</li> <li>Reduced PP NEET</li> </ul>	<b>£5,950</b>
<b>Parental Engagement</b>	Parents do not know how to support their child	<ul style="list-style-type: none"> <li>Parental engagement improves</li> </ul>	<ul style="list-style-type: none"> <li>% Attendance at parent evenings is the same for PP and non-PP students</li> </ul>	<b>£3,318</b>
<b>SEN Additionality</b>	Unidentified/identified SEN needs of PP students are not met	<ul style="list-style-type: none"> <li>Responsive regime of testing for SEN</li> <li>Personalised programmes of support for SEN students</li> </ul>	The gap between SEN PP and SEN Non PP students is eliminated	<b>£45,200</b>
<b>Exam Preparation</b>	<ul style="list-style-type: none"> <li>Accessibility to good revision material</li> <li>Support from home</li> </ul>	<ul style="list-style-type: none"> <li>Students feel better prepared for exams</li> </ul>	<ul style="list-style-type: none"> <li>Students attain appropriate levels of progress</li> </ul>	<b>£6,588</b>

	regarding revision <ul style="list-style-type: none"> <li>• Exam technique</li> <li>• Revision skills</li> </ul>	<ul style="list-style-type: none"> <li>• Students understand how to maximise their outcomes in exams</li> </ul>	<ul style="list-style-type: none"> <li>• Gap narrowed between PP and non-PP students</li> <li>• Improved attainment and progress rates</li> <li>• Improved attendance at examinations</li> </ul>	
<b>Curriculum</b>	Students are unable to access the curriculum and become demotivated	<ul style="list-style-type: none"> <li>• Students are engaged and happy and this impacts positively on all aspects of the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• All students feel they have a curriculum which meets their current and future needs</li> </ul>	<b>£32,520</b>
			<b>TOTAL PUPIL PREMIUM FUNDS EXPENDED</b>	<b>£128,106</b>

Examples of the ways in which the funding was utilised, this year, include:

- English and Maths intervention groups.
- Online self-study resources in Maths
- Online self-study materials for all subjects with the rollout of GCSEpod
- Show My Homework
- External C/D borderline courses focusing on exam preparation and revision
- External A/A\* conversion courses
- Revision material for students studying a number of different subjects (eg Science, Geography, ICT)
- Science half term revision sessions
- Engagement activities including trips and visits
- Morning/afterschool Clubs
- Funding for CDT and Food technology projects
- Uniform assistance
- Alternative curriculum
- Homework club

Not all strategies which benefit disadvantaged children carry a financial cost. The school's commitment to Pupil Premium support includes a number of additional school wide and classroom level strategies which are subsumed within the day to day operational expenditure of the school. These include:

#### **Within the classroom:**

- Monitoring of attendance of disadvantaged students at holiday/after school intervention sessions.
- Active seating
- Monitoring of homework
- Differentiated support

#### **Wider school:**

- Leadership one-to-one student mentoring
- Peer mentoring
- Additional Parent al support evenings and parent interviews.

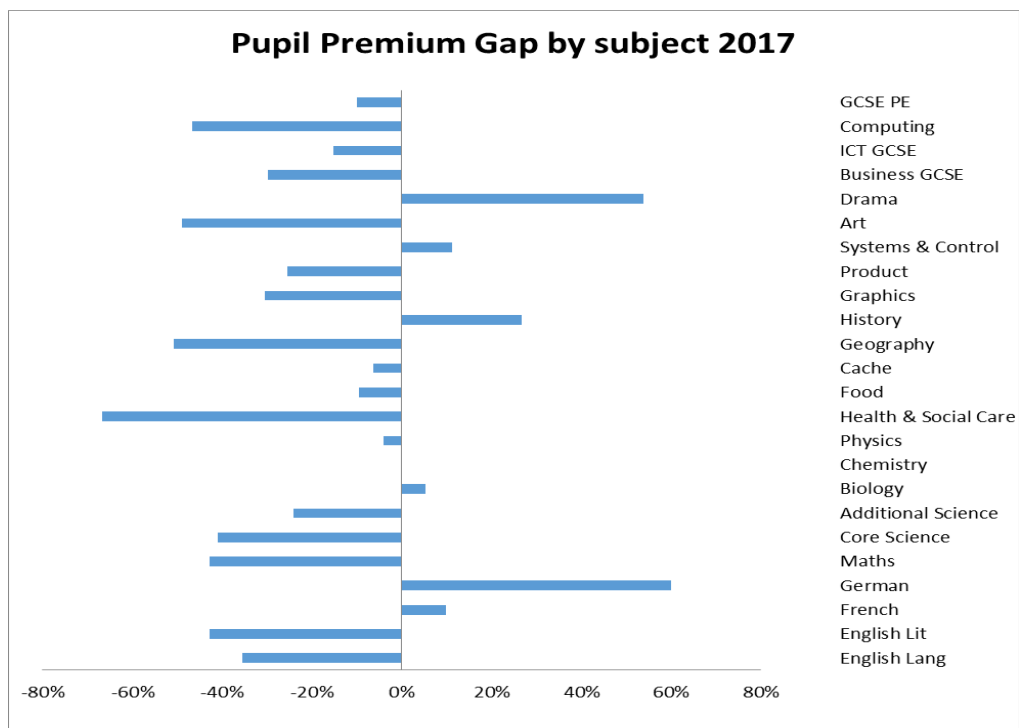
#### **Impact of the Pupil Premium**

Pupil Premium funding has helped to sustain interventions that have had a positive impact on student wellbeing and engagement. However, the school recognises that the academic performance of disadvantaged children is a deeply embedded issue which can only be resolved through a long term investment in the consistency of leadership, teaching and community relations. The performance data below highlights that the gap between non disadvantaged and disadvantaged students is not

narrowing in all areas. The school has reviewed its interventions and is confident that academic strategies are broadly the right ones and are supported by independent evidence as to what works. The school perceives that issues remain around student's aspiration, attendance and parental engagement. This assessment will inform future pastoral strategies.

<b>2011-2012</b>	<b>School</b>	<b>National</b>
% 5 A* -C Including English and Maths	39%	36%
<b>2012-2013</b>	<b>School</b>	<b>National</b>
% 5 A* -C Including English and Maths	39%	38%
% students making expected progress in Maths	60%	54%
% students making expected progress in English	68%	56%
<b>2013-2014</b>	<b>School</b>	<b>National</b>
% 5 A* -C Including English and Maths	32%	37%
% students making expected progress in Maths	50%	49%
% students making expected progress in English	46%	59%
<b>2014-2015</b>	<b>School</b>	<b>National</b>
% 5 A* -C Including English and Maths	23%	36%
% students making expected progress in Maths	63%	49%
% students making expected progress in English	39%	57%
<b>2015-2016</b>	<b>School</b>	<b>National</b>
% 5 A* -C Including English and Maths	31%	
% students making expected progress in Maths	45%	
% students making expected progress in English	58%	
<b>2016-2017</b>	<b>School</b>	<b>National</b>
% 5 A* -C Including English and Maths	10%	
% students making expected progress in Maths	10%	
% students making expected progress in English	13%	
<b>3 year average</b>	<b>School</b>	<b>National</b>
% 5 A* -C Including English and Maths	21%	
% students making expected progress in Maths	39%	
% students making expected progress in English	37%	

The school recognises that the gap for disadvantaged pupils and their peers has widened this year. The Pupil premium review will give the school a detailed understanding of why and enable rapid action to be taken to address the situation. The school aims for the gap to close to less than 15% in every subject within the next two years. It should be noted that, in most subjects, the number of disadvantaged students is very small and the statistics must be read with an element of caution. In these instances, teachers will review the performance of the individual students concerned relative to their performance across a range of subjects.



Looking forward the school anticipates that the pattern of spending this year will be essentially the same with an emphasis on the following:

- Continuing GCSE Intervention Strategies for Maths and English
- Provision of materials in English, Maths and Science to aid students who are identified SEN and pupil premium.
- Provision of curriculum and resources for students who are identified as GATE and pupil premium
- Additional mentor support
- Funding for alternative provision
- Improved attendance monitoring and intervention
- More resources in the data support team to enhance monitoring and targeting of identified students across the year groups.
- Provide online self-study resources
- Provide funding for the completion of GCSE coursework projects

However, there may be an in year adjustment made according to the outcomes of the review.