



# Pupil Premium Impact Statement

**Academic year September 2016-July 2017**

To be read in conjunction with the Pupil Premium expenditure statement for September 2016-July 2017 and Pupil Premium proposed expenditure statement for academic year September 2017-July 2018

## Context:

The Department for Education introduced the Pupil Premium in April 2011. The Pupil Premium is additional funding provided to enhance the education of students entitled to free school meals, those who have ever been entitled to free school meals over the last 6 years, adopted or children looked after or children of parents in the armed forces/services.

For more information about the Pupil Premium please follow this link:

<http://www.education.gov.uk/schools/pupilsupport/premium/b00231348/pupil-premium-information-for-schools-and-ap-settings>

Parents can also follow this link to apply for free school meals. Please note that applications are made directly to Somerset County Council, not Huish Episcopi.

<http://www.somerset.gov.uk/education-learning-and-schools/school-life/free-school-meals/>

At Huish Episcopi, we believe that every student has the right to learn to the best of their ability. Our commitment is to help every student 'become better than they ever thought they could be'. Within this commitment we recognize a particular responsibility in making sure that all students and families in receipt of the Pupil Premium receive the best possible teaching and support from all academy staff.

In 2017 we are introducing a new initiative 'Achievement for All' a charitable trust, (supported by Ofsted recommendation), that work with students and families who are disadvantaged economically. Our academy is committed to working with those families to ensure that the best possible support and advice is available to promote academic progress with a specific focus on English and Maths. Initially the AfA programme is being introduced with selected YR7 families with a view to rolling it out across incoming nYR7 cohorts thereafter. The longer term goal is to ensure a sustainable model for improvement with the views and requirements of the parents at the core of the work that AfA involves.

For more information on 'Achievement for All' please go to: <https://afaeducation.org/>

Pupil Premium funding is being used in a number of additional ways to ensure that entitled students achieve their full potential, academically and emotionally. In addition to tailored academic support it is being targeted at participation in extra-curricular activities and some of the funding has been used to improve attendance and punctuality.

### **Some specific examples of how the Pupil Premium is being used are:**

- A member of Senior Leadership team with specific responsibility for improving progress of pupil premium students.
- Academic Mentors and other key staff to support our students including PFSA, (Parent and Family Support and Advice) and student support workers.
- To fund some trips and visits for students in order for them to access the full curriculum e.g. Blood Brothers, Macbeth and numerous Drama productions including performances by the Livewire Theatre Group, with workshops specifically for KS3 PP students
- To employ targeted intervention in both English and Maths with a priority on 'narrowing gaps' to peers, starting in YR7.
- Music group tuition in both KS3 and 4.
- To fund extra-curricular opportunities at lunch time and after school
- To fund after-academy revision and catch up sessions with transport home provided
- To fund our 'Pupil Premium Pledge', where 10% of each students' funding is allocated to them and their parent/carer and can be used for equipment, revision guides and trips/visits.
- Pupil Premium Passport: A personalised update with every PP student, which summarises key learning strengths, areas for improvement, perceived barriers to learning.
- A trolley of loan laptops, bookable for a week at a time for PP students without a computer at home.
- The Brilliant Club. A program of trips, learning sessions and workshops with Russell Group university graduates and lecturers, targeted at higher ability pupil premium students.
- Forces Club: A weekly club for students whose parents/carers serve in the forces.

### **Additional Information:**

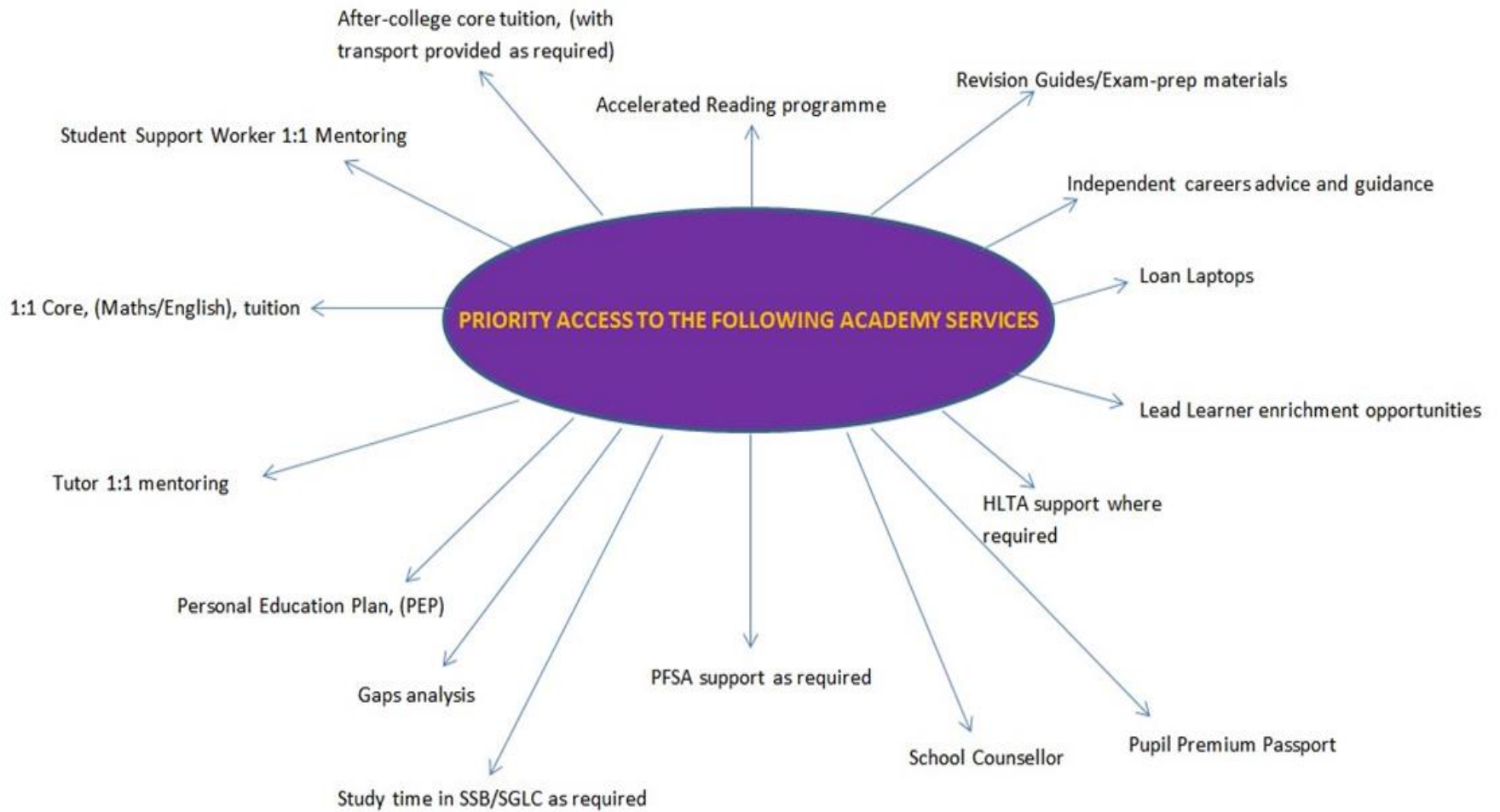
Pupil Premium classification is broken down into a series of smaller classifications as follows:

1. Free School Meals students. (FSM)
2. Free School Meals Students in the last 6 years. (FSM6)
3. Looked After Children. (LaC)
4. Children Adopted from Care. (AfC)
5. Service Children.

The DfE groups classifications 1-5 as 'disadvantaged' and improving attainment and progress of these students is particularly important as historically they perform the least well in schools nationally.

This illustration shows the various services that Pupil Premium students have priority access to when required.

### PUPIL PREMIUM PROVISION MAP



**Numbers on Roll: Autumn A Term 2016:**

Year Group	Number on Roll	FSM & Ever 6	FSM & Ever 6 %	Service Pupils	Service %	LAC	LAC %	Total PP	Total %PP
7	273	47	17.22%	16	5.86%	0	0.00%	63	23.08%
8	286	51	17.83%	15	5.24%	0	0.00%	66	23.08%
9	258	44	17.05%	10	3.88%	2	0.78%	56	21.71%
10	228	25	10.96%	15	6.58%	1	0.44%	41	17.98%
11	252	32	12.70%	9	3.57%	2	0.79%	43	17.06%
<b>Total</b>	<b>1297</b>	<b>199</b>	<b>15.34%</b>	<b>65</b>	<b>5.01%</b>	<b>5</b>	<b>0.39%</b>	<b>269</b>	<b>20.74%</b>
12	133	3	2.26%	13	9.77%	0	0.00%	16	12.03%
13	85	2	2.35%	1	1.18%	0	0.00%	3	3.53%
<b>Total</b>	<b>218</b>	<b>5</b>	<b>2.29%</b>	<b>14</b>	<b>6.42%</b>	<b>0</b>	<b>0.00%</b>	<b>19</b>	<b>8.72%</b>
<b>Total</b>	<b>1515</b>	<b>204</b>	<b>13.47%</b>	<b>79</b>	<b>5.21%</b>	<b>5</b>	<b>0.33%</b>	<b>288</b>	<b>19.01%</b>

**End of year attendance of PP students. Summer term 2017:**

2014-15	PP Students	Not PP	2015-16	PP Students	Not PP	2016-17	PP Students	Not PP
<b>YR7</b>	94.64	95.6	<b>YR7</b>	96	96	<b>YR7</b>	95.5	96
<b>YR8</b>	91.83	94.96	<b>YR8</b>	95	95	<b>YR8</b>	94	96
<b>YR9</b>	91.98	94.78	<b>YR9</b>	89	94	<b>YR9</b>	94	94.5
<b>YR10</b>	92.79	94.62	<b>YR10</b>	94	95.5	<b>YR10</b>	90	94
<b>YR11</b>	92	94	<b>YR11</b>	94	94.5	<b>YR11</b>	93	94
<b>Yr12</b>	84	81	<b>Yr12</b>	81	82	<b>Yr12</b>	82	86
<b>Yr13</b>	77	76	<b>Yr13</b>	70	69	<b>Yr13</b>	91	92

## Attainment and Progress of Disadvantaged students 2017

### KS4 Attainment 2017

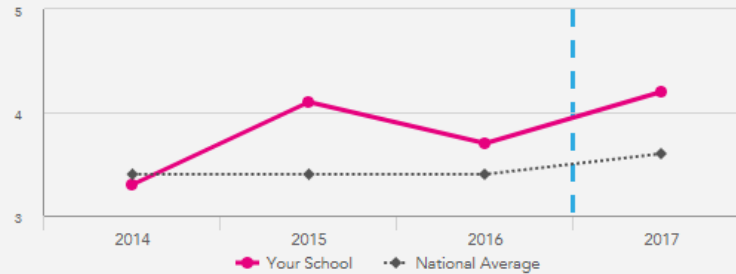
19 pupils

#### Attainment 8 (Overall)

4.2



In line with the national average (3.6)

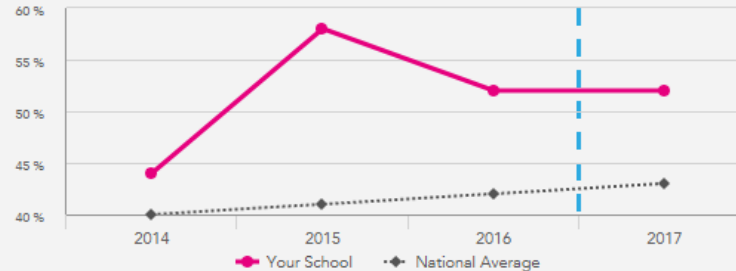


#### % English & Maths (Grade 4+)

52%



In line with the national average (43%)



### KS4 Progress 2017

29 matched pupils

#### Progress 8 (Overall)

-0.42



In line with the national average (0)

#### % English & Maths (Grade 4+)

-8%

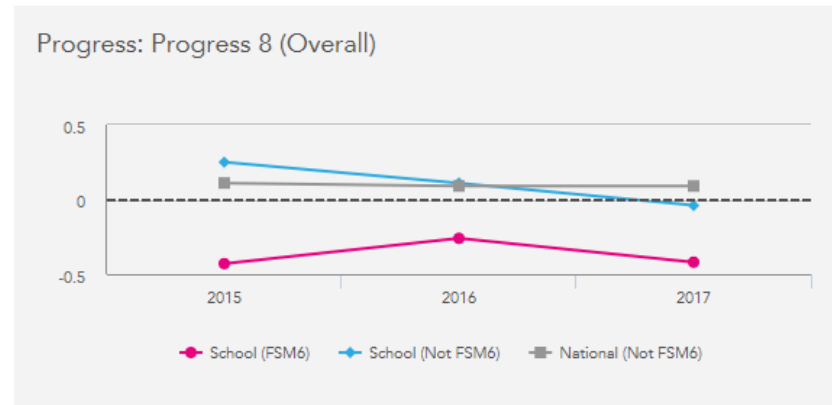
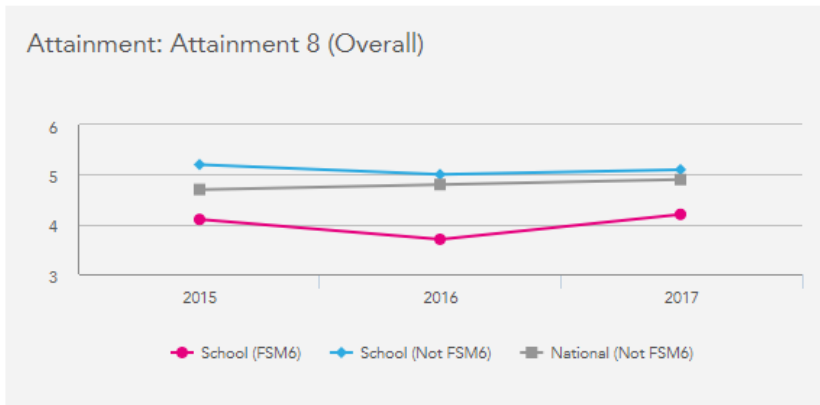


In line with the national average (0%)

These graphs and tables show the progress of disadvantaged pupils, a key group who historically underperform at a national level. At Huish the lines illustrate that for both attainment and progress we are slightly above in terms of exact scores/percentages but broadly in line with national averages this year.

**Progress and Attainment Gaps Between Disadvantaged and Non-Disadvantaged Students.**

**KS4 Performance for disadvantaged pupils 2017**



These graphs illustrate that in terms of attainment, performance of disadvantaged students has improved compared to non-disadvantaged students and the gap has narrowed slightly. In terms of progress, the gap has stayed the same though progress of both groups has dipped slightly.

**Attainment and Progress Gaps by Gender and Prior Attainment:**

Pupils				Attainment			Progress		
				Attainment 8 (Overall)			Progress 8 (Overall)		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
<b>Summary</b>	All Pupils	29	221	4.2	5.1	-0.9	-0.42	-0.04	-0.38
<b>Gender</b>	Male	13	109	4.2	4.7	-0.5	-0.73	-0.31	-0.42
	Female	16	112	4.2	5.4	-1.2	-0.17	0.23	-0.4
<b>Prior Attainment</b>	Higher attainers	7	102	6.9	6.2	0.7	0.56	-0.05	0.61
	Middle attainers	11	75	3.9	4.5	-0.6	-0.75	-0.12	-0.63
	Lower attainers	11	38	2.7	3.2	-0.5	-0.72	0.16	-0.88

This table illustrates that one of our target groups High Ability disadvantaged performed very well. However Middle Ability did not with gaps that were too large. This is a focus for the Academy this year with all students being assigned learning mentors in the autumn term along with

the 'Accelerate Learning' group who are prioritized for extra revision sessions, additional communication and meetings with parents and have all equipment and revision materials required provided free of charge.

Class teachers are tasked with ensuring that these students receive excellent, specific marking and feedback for improving work.

**Overall Pupil Premium performance: All classifications combined:**

**Attainment/Progress 8 Summary**

Measure	Pupil Premium	Total
Average Total Attainment 8	All	49.81
	Non PP	51.56
	PP	41.84
	GAP	9.72
Average Attainment 8 Grade	All	4.98
	Non PP	5.16
	PP	4.18
	GAP	0.98
Average KS2 Prior Attainment	All	4.93
	Non PP	4.99
	PP	4.64
Average Total Progress 8	All	-0.079
	Non PP	-0.044
	PP	-0.236
	GAP	0.192



**Basics 9-7**

Measure	Pupil Premium	Total	%
Students Achieving 9-7 in English and Maths	All	31	12.4
	Non PP	27	13.2
	PP	4	8.9
	GAP	23	4.3

**Basics 9-5**

Measure	Pupil Premium	Total	%
Students Achieving 9-5 in English and Maths	All	123	49.2
	Non PP	111	54.1
	PP	12	26.7
	GAP	99	27.4

**Basics 9-4**

Measure	Pupil Premium	Total	%
Students Achieving 9-4 in English and Maths	All	186	74.4
	Non PP	163	79.5
	PP	23	51.1
	GAP	140	28.4

# HUISH EPISCOPI ACADEMY

## Pupil premium grant expenditure: Report 2016-17 & Planned expenditure 2017-18

### Overview of the school

Number of pupils and pupil premium grant (PPG) received 2016/17	
Total number of pupils on roll (11-16)	1298
Total number of pupils eligible for PPG (11-16)	22.11%
<b>Total amount of PPG</b>	£227,976 (this includes £33,074 from the previous year)

The Pupil Premium Grant includes funding for pupils from the most deprived backgrounds who are in receipt of free school meals. The list below provides a summary of funding spent at the academy. The list does not represent an exhaustive list of provisions made.

Item/project	Proposed Spend 2016/17	Actual Spend 2016/17	Proposed Spend 2017/18
<b>Staff Costs</b>			
Intervention Co-ordinator	£ 14,744	£ 14,744	£ 14,744
Key Stage 3 & Key Stage 4 Intervention	£ 17,452	£ 17,452	£ 18,000
HLTA Support (English & Maths direct 1:1 intervention)	£ 28,491	£ 28,491	£ 40,932
SGLC/SEN/Counsellor support. Weekly meetings provided targeted support for a wide range of needs.	£ 34,295	£ 34,295	£ 36,691
Lead Learners (Gifted and Talented)	£ 1,400	£ 1,400	£ 1,400
Student Support Worker	£ 10,421	£ 10,421	£ 10,785

Maths Student Tutors	£ 2,565	£ 1,667	£ -
English intervention	£ 38,645	£ 38,645	£ 16,641
Maths intervention	£ 25,819	£ 25,819	£ 19,703
<b>Pupil Premium Pledge &amp; Guarantee</b>			
<b>Activities &amp; Projects:</b>			
including Achievement for All	£ 9,500	£ 8,376	£ 9,500
<b>Pupil Premium Guarantee:</b> including music lessons and educational visits and G&T courses, transport, uniform, revision guides & equipment	£ 14,120	£ 18,787	£ 24,354
<b>TOTAL PPG EXPENDITURE</b>	£ <b>197,452</b>	£ <b>200,097</b>	£ <b>192,750</b>

## Evaluation of Impact: Main Pupil Premium Expenditure:

PP interventions	Impact and comments	Actions
Intervention co-ordinator	LA and HA expected progress levels show 3 year improving trend- however MA, (largest number), shows 3-year decreasing trend. Will need to show evidence of intervention restructuring and Dis. strategy review to improve outcomes. Will need to show AfA progress in YR7	Strategy review with NLE deputy 18th Oct. Meeting to review PP expenditure for Sept 2018. Review recommendations to form part
KS3 Intervention & KS4 Intervention: Teacher intervention hours.	To be reviewed, difficult to show direct impact of this intervention, Intervention hours to be used team teaching in English and Maths lessons targeting PP students.	Meeting with heads of Maths, English and Science to review intervention structure and how HLTAs are used in each area.
HLTA support (English & Maths direct 1:1 intervention)	Some impact. Deployment of HLTA staff to be reviewed.	Awaiting TT details from Maths department.
	Some evidence of accelerated progress with reading and spelling ages	Need to commence with FS this year as a priority now that all the testing and marking is complete.
SGLC/SEN/Counsellor Support	Some evidence of improved progress for LA Dis, (study group), but less impact on middle ability.  Currently working with 11 Disadvantaged students	Review structure of team, measurable outcomes and location of provision. Look at personalised curriculum for individual students. Monitor ATL scores for impact on learning.
Lead Learners	HA disadvantaged students showed improved progress but not yet to FFT 20.	Review role with regard to improving teaching strategies for HA disadvantaged students.
Student Support Worker	Has made an impact on AfA but not yet directly translated into outcomes.	Minimum 1 hour per day on AfA work this year. HC also attending all AfA training and meetings.
Maths student tutors Post 16	No firm evidence of impact.	Remove
English Intervention	Students have made similar progress to SEND group but not strong enough evidence of accelerated progress. There is strong evidence of progress in lessons but weaker evidence when sampled across the curriculum.	Restructuring this literacy intervention to be closely aligned to English mastery curriculum. Intervention groups to be created according to the class teacher- YR8 focus to continue with work from YR7.
Maths intervention	YR7 some impact- 8 students moved up in the YR 5 moved down. YR8 5 up 9 down. In YR9, 3 up and 6 down.	Restructuring Maths interventions 'into the classroom' removal of 6th interventions.

Useful websites and links related to the Pupil Premium:

<https://afaeducation.org/>

A link to 'Achievement for All' a programme that we are investing in over the next 2 years in order to promote accelerated progress for our PP students.

<http://www.education.gov.uk/schools/pupilsupport/premium>

All you need to know about the Pupil Premium. This is the DfE website which gives the background to the PP, effective use of the PP and also successful case studies from primary and secondary education.

<http://educationendowmentfoundation.org.uk/toolkit/>

The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils. The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

<http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement>

Ofsted tool kit for the PP with links to research documents including "The Pupil Premium – How schools are spending the funding successfully to maximise achievement" and "The Pupil Premium – Analysis and Challenge tools for schools".

<http://fds.oup.com/www.oup.com/pdf/oxed/primary/pupilpremiumreport.pdf>

Links to research where you can download a free document entitled "The Pupil Premium – Making it work for your school"