



Pupil Premium Evaluation Statement

Academic year September 2015-July 2016

Including the Pupil Premium expenditure statement for September 2015-July 2016 and Pupil Premium proposed expenditure statement for academic year September 2016-July 2017

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.

Research carried out by Kings College, London shatters the myth around 'poverty of aspiration'; the idea that children from families with lower incomes lack ambition or aspiration. This thinking has informed much of the recent policy-making around education and the pupil premium, however following a survey of over 9000 children and families' results showed no discernible difference between the aspirations, the hopes and ambitions of families regardless of income.

It is in this context that Huish Episcopi strives to improve outcomes for those in receipt of the Pupil Premium who, (as a national trend), statistically and historically, have under-achieved when compared to peers of similar ability. It is our belief that all of our students and families want to achieve the best that they can and go on to successful later life in further and higher education, training or employment.

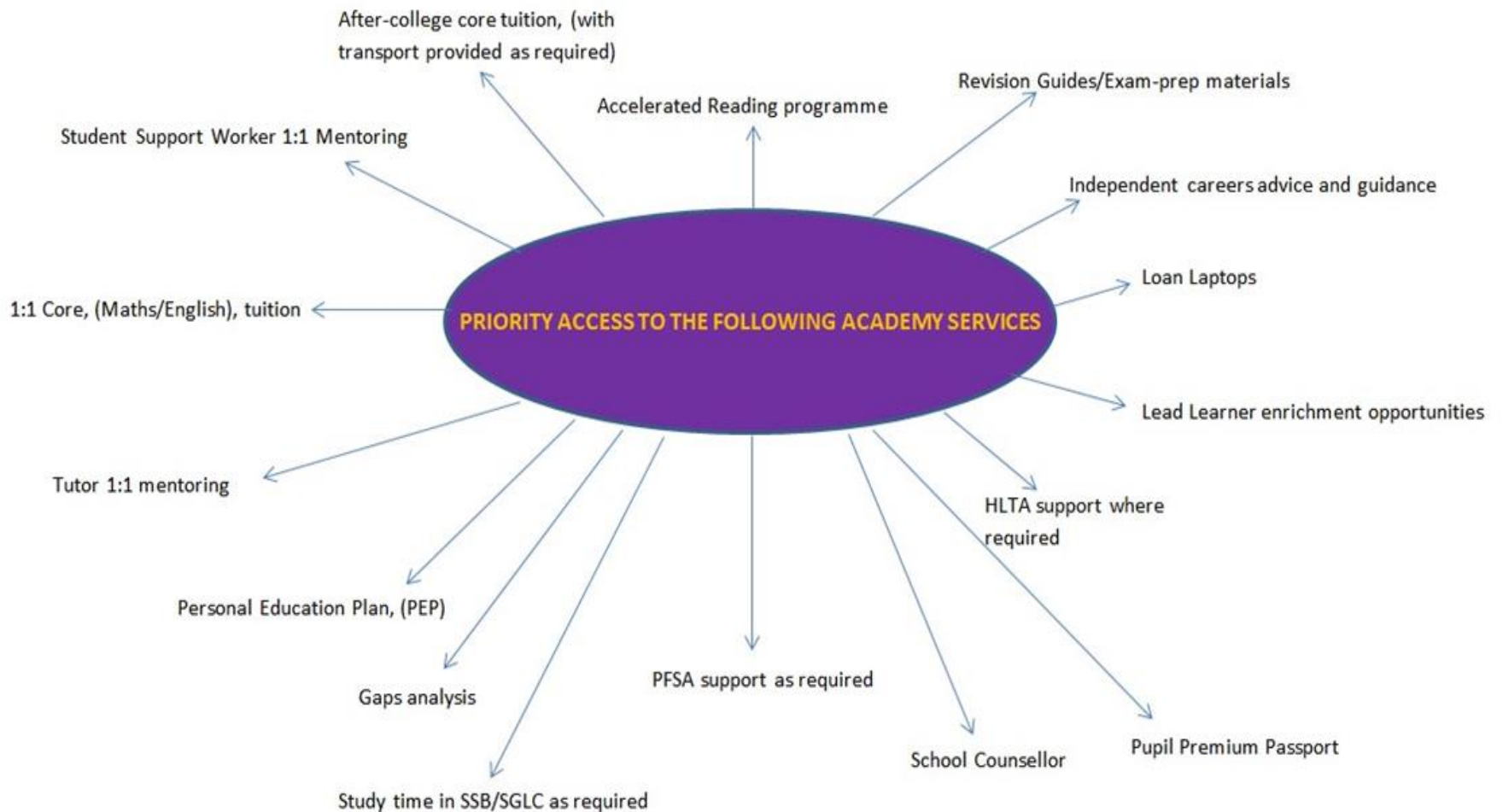
In this impact study outcomes for year groups within key stages 3, 4 and 5 will be analysed with a focus on progress of pupil premium students when compared to peers, 3-year trends and narrowing of gaps.

Pupil Premium funding is being used in a number of 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.
- Two 12-week programmes linked to Sir Richard Branson's 'Voom' project in partnership with The Explorium group, 30 PP students in YR7 targeted.
- 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 or trips, learning sessions and workshops with Russell Group university graduates and lecturers, targeted at higher ability pupil premium students.

PUPIL PREMIUM PROVISION MAP



School population: Summer Term 2015

Year Group	Number on Roll	Total PP	Total % PP
7	287	69	24.04%
8	260	63	24.23%
9	221	44	19.91%
10	253	47	18.58%
11	246	41	16.67%
12	101	25	24.75%
13	100	26	26%
Total	1468	315	21.46%

Attendance of PP students:

2013-14	PP students	Not PP	Overall	2014-15	PP Students	Not PP	Overall	2015-16	PP Students	Not PP	Overall
YR7	92.92	95.52	95.5	YR7	94.64	95.6	95.4	YR7	95.7	96.5	96.3
YR8	92.67	95.69	95.3	YR8	91.83	94.96	94.2	YR8	94.8	95.6	95.4
YR9	90.61	94.96	94.4	YR9	91.98	94.78	94.3	YR9	89.2	94.7	93.6
YR10	93.08	94.83	94.6	YR10	92.79	94.62	94.3	YR10	94.5	95.5	94.4
YR11	79.18	83.4	82.5	YR11	82.66	84.97	84.4	YR11	93.5	94.4	94.4

Attainment and progress of Pupil Premium students in YR11 GCSE/BTEC 2016.

With new performance measures in place from July 2016, attainment and progress in this table refer to Basics, (A*-C grade in English and Maths), Attainment 8 score, (attainment scores for best 8 subjects including those in the Ebacc subjects), Progress 8 score, (Progress from KS2 starting points across 8 subjects) and Ebacc score, (students gaining an A*-C in English, Maths, Science, a Humanities subject and a Modern Foreign Language).

YR11	2014			2015	2016				
Measure	1. PP	2. Non-PP	3. Gap	1. PP	2. Non-PP	3. Gap	1. PP	2. Non-PP	3. Gap
Cohort size	32	232	N/A	50	205	N/A	41	207	N/A
Basics A*-C EM	41%	77%	-36%	60%	76%	-16%	68%	76%	-8%
Att 8 total	36	56	-20	49	56	-7	52	54	-2
Att 8 grade score	3.6	5.6	-2	4.9	5.6	-0.7	5.2	5.4	-0.2
Average total P8	-0.44	0.16	-0.6	-0.14	0.25	-0.39	-0.01	0.11	-0.12
Achieving Ebacc	15.60%	44%	-28.40%	30%	45.90%	-15.90%	36.60%	39.60%	-3%

Explanation of table:

Column 1: If green it means PP students improved on previous year's performance, if blue performance not as good as previous year.

Column 2: If green it means non-PP students improved on previous year's performance, if blue then not as good as previous year.

Column 3: If green then the gap between the 2 groups has narrowed compared to previous year, if blue the gap has widened.

Overall PP students have improved in terms of outcomes over 3-years across all performance measures. The gap between PP and non-PP students over 3 years has also narrowed across all performance measures.

Progress across all subjects YR11 GCSE/BTEC 2016:

Expected progress in this table is 3 levels of progress from KS2 prior attainment level, more than expected level of progress is 4 levels progress from KS2 attainment level.

YR11	2014			2015			2016		
Measure: Progress all subjects	1.PP	2.Non-PP	3.Gap	1.PP	2.Non-PP	3.Gap	1.PP	2.Non-PP	3.Gap
Average Progress	2.6	3.2	-0.6	2.6	3.1	-0.5	2.9	3	-0.1
Expected Progress	62%	76%	-14%	62%	75%	-13%	66%	70%	-4%
More than expected progress	27%	46%	-19%	26%	41%	-15%	38%	39%	-1%

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Column 2: If green it means non-PP students improved on previous year's performance, if blue then not as good as previous year.

Column 3: If green then the gap between the 2 groups has narrowed compared to previous year, if blue the gap has widened.

Overall PP students have improved in terms of progress outcomes over 3-years across 3 and 4 levels progress measures excepting a 1% drop in 4 levels progress in 2015. The gap between PP and non-PP students over 3 years has also narrowed across 3 and 4 levels progress across all subjects and the average level achieved across all subjects has reduced from a -0.6 level gap to a -0.1 gap over 3 years.

Progress of Higher Ability PP students:

Pupil Premium 2014				2015				2016			
Measure	1. PP/HA	2. Non-PP/HA	3. Gap	1. PP/HA	2. Non-PP/HA	3. Gap	1. PP/HA	2. Non-PP/HA	3. Gap		
Cohort	4	104		16	85		12	77			
Ave pts: 8 inc. EM	358	399	-41	367	396	-29	383	394	-11		
Ave GCSE grade	C+	B+	1 grade	B-	B+		B+	A-	1 grade		
P. attainment level	5c	5c		5c	5c		5c	5c			
Basics A*-C EM	100%	98%	Positive 2%	87%	97%	-10%	92%	99%	-7%		
Att 8 total	56	66.4	-10.4	60.2	66.3	-6.1	63.4	65.3	-1.9		
Att 8 grade score	5.6	6.64	-1.04	6.02	6.6	-0.58	6.3	6.5	-0.2		
Average total P8	-0.68	0.12	-0.8	-0.15	0.25	-0.4	-0.07	0.12	-0.19		
English P8	-0.15	-0.02	-0.13	-0.19	0.07	-0.26	-0.23	0.12	-0.35		
Maths P8	-0.35	0.1	-0.45	0.12	0.6	-0.48	0.27	0.28	-0.01		
Ebaac P8	-1.64	0.25	-1.89	-0.25	0.33	-0.58	0.2	0.27	-0.07		
Open P8	-0.3	0.1	-0.4	-0.22	0.06	-0.28	-0.44	-0.12	-0.56		
Ebaac achieved	50%	66%	-16%	56%	73%	-17%	67%	79%	-12%		

columns 1 and 2 Green = improvement compared to previous year
columns 1 and 2 Blue = not as good as previous year
column 3 Green = gap narrowed compared to previous year
column 3 Blue = gap increased compared to previous year

Analysis of PP progress by subject YR11 GCSE/BTEC 2016:

Qualification Name	Pupil Premium	3+ LoP %	4+ LoP %	Gap comments: Yellow = Gap widens/Green = gap narrows compared to previous year
Art & Design	Non PP	91.5	67.8	
Art & Design	PP	63.2	42.1	
Business Studies	Non PP	65.2	30.4	
Business Studies	PP	50	0	
Child Development	Non PP	50	25	
Child Development	PP	50	37.5	PP outperform non-PP 4 LoP
Drama	Non PP	80	52.5	
Drama	PP	80	40	
DT Product Design	Non PP	41.7	12.5	
DT Product Design	PP	44.4	11.1	PP outperform non-PP 3 LoP
DT Textiles	Non PP	73.3	26.7	
DT Textiles	PP	0	0	
English Language	Non PP	56.5	27.5	
English Language	PP	60	20	
English Literature	Non PP	85.6	49.5	
English Literature	PP	75.6	43.9	
French	Non PP	49.1	21.8	
French	PP	66.7	16.7	PP outperform non-pp 3 LoP
Further Mathematics	Non PP	78.4	66.7	
Further Mathematics	PP	87.5	75	PP outperform non-PP both
Geography	Non PP	72.6	44	
Geography	PP	81.3	37.5	PP outperform non-PP 3 LoP
German	Non PP	36.1	0	

German	PP	42.9	28.6	PP outperform non-PP both
History	Non PP	53.5	28.7	
History	PP	46.2	26.9	
Information Technology	Non PP	65.4	23.1	
Information Technology	PP	0	0	
IT Computing	Non PP	56.1	31.7	
IT Computing	PP	33.3	16.7	
Maths	Non PP	76	40	
Maths	PP	68.3	46.3	PP outperform non-PP 4 LoP
Maths Statistics	Non PP	73.2	32.1	
Maths Statistics	PP	57.1	42.9	
Media BTEC	Non PP	77.3	22.7	
Media BTEC	PP	100	0	PP outperform non-pp 3 LoP
Music	Non PP	93.3	80	
Music	PP	100	60	PP outperform non-PP 3 LoP
Music BTEC	Non PP	55.6	11.1	
Music BTEC	PP	100	0	PP outperform non-PP 3 LoP
PE GCSE	Non PP	66.7	33.3	
PE GCSE	PP	87.5	37.5	PP outperform non-PP both
Project Level 2	Non PP	63.6	49	
Project Level 2	PP	64.3	50	PP outperform non-PP both
Religious Education	Non PP	50	33.3	
Religious Education	PP	50	50	
Science Additional	Non PP	72.4	32.2	
Science Additional	PP	61.8	35.3	PP outperform non-PP 4 LoP
Science Biology	Non PP	95.9	75.5	
Science Biology	PP	100	85.7	PP outperform non-PP both

Science Chemistry	Non PP	93.9	79.6	
Science Chemistry	PP	100	100	PP outperform non-PP both
Science Core	Non PP	77.5	23.2	
Science Core	PP	67.6	29.4	
Science Physics	Non PP	93.9	79.6	
Science Physics	PP	100	85.7	PP outperform non-PP both
Spanish	Non PP	56.5	30.6	
Spanish	PP	40	20	
Sport BTEC	Non PP	88.9	66.7	
Sport BTEC	PP	83.3	33.3	

KS3 Performance and Progress:

This table illustrates expected progress in each year to be 2 sub levels so 2 levels progress across three years. More than expected progress would mean an additional sub-level of progress in a year group taking overall KS3 progress above 2 levels and towards 3 levels.

End of Year 7 July 2016:

Subject Name	Pupil Premium	Expected Progress %	More than exp. Prog %	Expected Progress Gap %
Art	No	25	10.1	
Art	Yes	31.3	17.9	Positive gap
Drama	No	43.1	24.2	
Drama	Yes	49.3	26.9	Positive gap
DT Food	No	36.2	14	
DT Food	Yes	50	21.2	Positive gap
DT Product Design	No	34.6	14.9	
DT Product Design	Yes	47.8	31.3	Positive gap
DT Textiles	No	32.5	11	
DT Textiles	Yes	26.6	10.9	-5.9
English	No	76.7	44.8	
English	Yes	67.7	35.4	-9
French	No	5.7	1	
French	Yes	10.4	6	Positive gap
Geography	No	33.6	11.4	
Geography	Yes	32.8	7.5	-0.8
History	No	35.9	15.3	
History	Yes	47	13.6	Positive gap
Information	No	31.4	10.5	

Technology				
Information Technology	Yes	32.8	11.9	Positive gap
Mathematics	No	59	29.5	
Mathematics	Yes	53	25.8	-6
Music	No	10.6	2.7	
Music	Yes	16.7	0	Positive gap
Physical Education	No	14.8	4.3	
Physical Education	Yes	21.2	12.1	Positive gap
Religious Education	No	22	9.6	
Religious Education	Yes	25.4	6	Positive gap
Science	No	57.6	33.8	
Science	Yes	50.7	26.9	-7.6
Summary	No	35.4	16.2	
Summary	Yes	38.4	17.6	Positive gap

Many year 7 PP students have outperformed non-PP peers and where there are gaps they are very small, (single figure percentages). This links directly to focus on YR7 for first targeted intervention using PP funding.

End of YR8 July 2016:

Subject Name	Pupil Premium	Exp. prog.%	More than Exp. %	Gaps and comments
Art	No	18.4	7.9	
Art	Yes	17.2	12.1	-1.20%
Drama	No	38.7	25.1	
Drama	Yes	39.7	17.2	positive 1%
DT Food	No	29.6	8.5	

DT Food	Yes	28.8	15.3	-0.80%
DT Product Design	No	30.4	13.1	
DT Product Design	Yes	30.5	10.2	positive 0.1%
DT Textiles	No	27.7	8.9	
DT Textiles	Yes	28.8	5.1	positive 1.1%
English	No	67.2	37	
English	Yes	55.2	24.1	-12%
French	No	9.9	3.1	
French	Yes	17.2	3.4	positive 7.3%
Geography	No	43.8	16.1	
Geography	Yes	33.9	18.6	-10.10%
German	No	1	0	
German	Yes	2.9	0	
History	No	34	17.3	
History	Yes	32.2	16.9	-1.80%
ICT	No	28.3	7.3	
ICT	Yes	20.3	13.6	-8.30%
Maths	No	58.5	41.5	
Maths	Yes	42.4	32.2	-16.10%
Music	No	18.1	7.2	
Music	Yes	7.4	0	-10.70%
Physical Education	No	18	5.8	
Physical Education	Yes	30.5	13.6	positive 12.5%
Religious Education	No	6.3	0	
Religious Education	Yes	6.8	3.4	positive 0.5%
Science	No	62	40.6	

Science	Yes	62.7	40.7	positive 0.7%
Spanish	No	0	0	
Spanish	Yes	0	0	

End of YR9 July 2016:

Subject Name	Pupil Premium	Exp. Prog. %	More %	Gap and comments	
Art	F	28.9	18.1		
Art	T	25	15	-3.90%	
Drama	F	30.5	22.8		
Drama	T	27.5	22.5	-3%	
DT Food	F	19.1	10.5		
DT Food	T	25.6	7.7	positive 6.5%	
DT Product Design	F	18.3	7.9		
DT Product Design	T	15.8	7.9	-2.50%	
DT Textiles	F	26.8	10.4		
DT Textiles	T	15.4	7.7	-19.40%	
English	F	26.5	8.4		
English	T	15.4	2.6	-11.1	Gap reduced compared to previous year
French	F	13.5	4.2		
French	T	14.3	14.3	positive 1.2%	
Geography	F	35.5	16.9		
Geography	T	23.1	7.7	-12.40%	

German	F	9	5.1		
German	T	5	0	-4%	
History	F	26.2	11		
History	T	22.5	7.5	-3.70%	
ICT	F	23.6	9.1		
ICT	T	15.4	5.1	-8.2	Gap reduced compared to previous year
Maths	F	0	0	GCSE grades	
Maths	T	0	0	GCSE grades	
Music	F	14.7	7.4		
Music	T	8.3	0	-6.40%	Gap reduced compared to previous year
Physical Education	F	18.4	6.4		
Physical Education	T	16.7	8.3	-1.70%	
Religious Education	F	21.6	6		
Religious Education	T	17.9	7.7	-4.70%	
Science Biology	F	0.6	0.6		
Science Biology	T	0	0	GCSE grades	
Science Chemistry	F	5.4	2.4	GCSE grades	
Science Chemistry	T	0	0	GCSE grades	
Science Physics	F	1.8	0.6	GCSE grades	
Science Physics	T	4.9	4.9	GCSE grades	
Spanish	F	2.4	1.2		
Spanish	T	0	0	-2.40%	

End of YR10 July 2016

Qualification Name	Pupil Premium	3+ LOP %	4+ LOP %	Gaps and comments
Art	No	79.2	46.8	
Art	Yes	73.3	20	-5.90%
Business Studies	No	87.5	29.2	
Business Studies	Yes	50	0	-37.50%
Catering	No	42.9	19	
Catering	Yes	16.7	0	-26.2
Child Development	No	89.7	58.6	
Child Development	Yes	100	77.8	positive 10.3%
Drama	No	78.6	39.3	
Drama	Yes	100	50	positive 21.4%
DT Product Design	No	73	24.3	
DT Product Design	Yes	62.5	12.5	-9.50%
DT Product Design Furniture	No	40	13.3	
DT Product Design Furniture	Yes	50	0	positive 10%
DT Textiles	No	66.7	14.3	
DT Textiles	Yes	75	25	positive 9.3%
English Language	No	13.5	5	GCSE 1-9
English Language	Yes	9.8	2.4	GCSE 1-9
English Literature	No	34.5	15.8	GCSE 1-9
English Literature	Yes	9.8	4.9	GCSE 1-9
Financial Education L2 Cert.	No	83.3	50	
Financial Education L2 Cert.	Yes	100	75	positive 16.7%
French	No	70	30	

French	Yes	80	0	positive 10%
Geography	No	89.4	48.1	
Geography	Yes	68.8	12.5	-20.60%
German	No	77.3	34.1	
German	Yes	66.7	33.3	-10.60%
History	No	48.5	3	
History	Yes	41.7	0	-6.80%
Information Technology	No	73.7	36.8	
Information Technology	Yes	71.4	28.6	-2.30%
IT Computing	No	61.5	3.8	
IT Computing	Yes	16.7	0	-44.80%
Mathematics	No	15.8	4	GCSE 1-9
Mathematics	Yes	4.9	0	GCSE 1-9
Media BTEC	No	62.5	6.3	
Media BTEC	Yes	71.4	14.3	positive 8.9%
Media Studies	No	72.7	40.9	
Media Studies	Yes	80	40	positive 7.3%
Music	No	53.3	20	
Music BTEC	No	76.9	61.5	
Music BTEC	Yes	50	16.7	-26.90%
Physical Education	No	80	46.7	
Physical Education	Yes	100	40	positive 20%
Project L2	No	76.2	51.3	
Project L2	Yes	62.9	31.4	-13.30%
Religious Education	No	46.2	30.8	
Religious Education	Yes	0	0	-46.20%
Science Biology	No	100	69.1	

Science Biology	Yes	100	71.4	no gap
Science Chemistry	No	85.5	40	
Science Chemistry	Yes	100	42.9	positive 14.5%
Science Core	No	72.8	14.6	
Science Core	Yes	64.7	14.7	-8.10%
Science Physics	No	90.9	65.5	
Science Physics	Yes	100	71.4	positive 9.1%
Spanish	No	82.3	29	
Spanish	Yes	60	60	-22.30%
Sport BTEC	No	100	54.5	
Sport BTEC	Yes	100	50	no gap

YR10 Science and Maths, (statistics) exam:

Qualification Name	Pupil Premium	3LOP %	4LOP%	2015 3LOP gap	3+ LOP %	4+ LOP %	2016 3LOP Gap
Maths Statistics (Y9)	No	73.2	32.1		58.6	19	
Maths Statistics (Y9)	Yes	57.1	42.9	-41.1	33.3	0	-25.30%
Science Core	No	77.5	23.2		70.9	18.5	
Science Core	Yes	67.6	29.4	-9.9	58.8	14.7	-12.10%

Summary of Expenditure:

Funding	Cost	Description	Strategies/Impact
Assistant Principal/Intervention coordinator: Progress of all Pupil Premium focus groups.	£14,725	Responsible for developing over—arching academy strategy to improve progress and outcomes for PP students	<p>Strategies: Implementation of subject specific PP strategies to promote progress. Implementation of 'gaps analyses' used to target quality first teaching, intervention and revision sessions. Quality Assurance of marking and feedback for PP students. Quality Assurance of teaching and learning for PP students in conjunction with Assistant Principal, (teaching and learning)</p> <p>Impact: YR11 PP performance across all measures has improved over 3 years. PP gaps have narrowed across all measures over 3 years. PP gaps narrowed in 87% of subject areas compared to last year.</p> <p>Impact YR10 Improved outcomes and narrowing of gaps in early entry GCSE maths statistics, though</p>

			gaps widened slightly in YR10 core science.
Achievement for All	£7500	DfE approved intervention package targeting PP/SEND students and families at risk of under-achievement/disengagement with education.	Training for key teams of staff, (KS3 and 4) to engage in structured academic conversations with families in order to reach the families who do not attend parents evenings or other academy information events
Intervention	£80,951	<p>English and Maths teachers with additional timetable sessions for small group and 1-1 teaching of YR7 students not making progress comparable to peers after 1st data collection.</p> <p>YR11 groups have all received additional small group, 1-1, and after-academy hours sessions across a range of subjects including English and Maths in order to prepare for exams.</p>	<p>YR7 into 8 PP students have maintained a plus 3% expected progress gap over non-PP for the year.</p> <p>Gaps across a wide range of subjects have narrowed compared to the previous year. Out of 31 subjects, 22 have narrowed PP gaps and in 13 subjects PP students out-perform non-PP students.</p>

Explorium project	£5000	<p>Summer term 2016: 30 YR7 FSM6 students invited to attend a 12 week programme of study involving creating a product, presenting marketing ideas, filming an advert and working on broader skills such as collaboration, teamwork and leadership. Project involved pitching for crowdfunding as part of Richard Branson's Voom initiative.</p>	<p>Students have already shown improved confidence and willingness to take part in group activities in lessons.</p> <p>Student voice indicated over 75% of students felt more confident. 80% felt that they would try harder to answer questions in lessons. Over 70% felt they were more likely to lead an activity in class.</p>
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HUISSH EPISCOPI ACADEMY

Pupil premium grant report & proposed expenditure: 2015/16 & 2016/17

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (11-16)	1264
Total number of pupils eligible for PPG (11-16)	269
Total amount of PPG	£198,752

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	Actual Spend 2015/16	Proposed Spend 2016/17
Intervention Co-ordinator	£14,725	£14,744

Key Stage 3 & Key Stage 4 Intervention: Additional staffing in English/Maths to decrease set size. Support in form time and Maths after school workshops. Pupil Premium Champions in Departments and additional intervention.	£17,124	£17,452
HLTA Support (English & Maths direct 1:1 intervention)	£33,638	£28,491
SGLC/SEN/Counsellor support. Weekly meetings provided targeted support for a wide range of needs.	£31,279	£34,295
Lead Learners (Gifted and Talented)	£1,400	£1400
Student Support Worker	£21,539	£10,421
Maths Student Tutors	£135	£2565
English intervention	£38,263	£38,645
Maths intervention	£25,564	£25,819
Revision classes	£1,142	0
Activities and Projects		

Achievement For All	£7500	£9500
Pupil Premium Pledge		
Transport Costs – to and from home	£4,018	£1120
Renaissance Reading Programme & Purchase of Books	£3,057	£1300
Pupil Premium Guarantee - Activities – including music lessons and educational visits and G&T courses.	£10,130	£10,000
Pupil Premium Guarantee - Pledge Other support – including uniform provision, revision guides, equipment	£3,060	£3000
TOTAL PPG EXPENDITURE	£212,575	£198,752

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."

PP strategic plan 2016-17.

<p>Focus</p>	<p>Improved outcomes for disadvantaged students.</p>					
<p>Outcome(s)</p>	<p>Confidence that quality-first teaching, feedback and marking is taking place across the academy.</p>					
<p>Actions</p>	<p>Person(s) responsible</p>	<p>Resources/costs</p>	<p>Timescales</p>	<p>Evaluation</p>	<p>Next steps</p>	<p>Comments (including links to the school improvement plan)</p>
<p>Rigorous on-going analysis of PP data to inform prioritizing of</p>	<p>AJW</p>	<p>Time allocation within working week.</p>	<p>On-going; updates with AJD using line management pro-</p>	<p>Prioritise Disadvantaged outcomes, (progress), improve over time,</p>	<p>Additional SISRA for new staff on how to prioritise actions from data</p>	<p>Linked to AIP KPT 2.5 and 2.9. Analysis and</p>

<p>monitoring schedule</p>			<p>forma questions, focus on different aspect of data analysis each week, prioritizing by underperforming students and subject areas by year group and by PP category prioritizing Dis. students</p> <p>First data capture to highlight YR11 concerns and immediate suggestions and strategies must be generated and implemented in those areas.</p>	<p>Trends within data captures allow for timely and targeted intervention both in terms of development of quality first teaching and targeted student support both in lessons & extracted small groups as required. The priority is to create consistently good quality first teaching across the academy and effective interventions particularly in English and Maths.</p>	<p>analysis.</p> <p>Calendar of data analysis foci with a clear priority structure. E.G. analysis of poorest performing subjects at GCSE and prioritizing those or analysis of subject by PP category.</p>	<p>understanding of data can be used as evidence of success for both KPTs also as evidence to support further training requirements for staff.</p>
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<p>Learning walks & observations that generate development points for staff and students and support development of Disadvantaged strategy for staff</p>	<p>AJW feeding into and out of Teaching and Learning Group, Heads of Subject, whole Academy CPD.</p>	<p>Time allocation within working week.</p>	<p>Timescale to be agreed but a rolling programme of learning walks and observations linked to SLT monitoring schedule with priorities in terms of disadvantaged students and underperforming subjects and students.</p>	<p>AJW will provide evidence of monitoring outcomes, (lessons observations/learning walks and book looks), that show prioritizing of schedule is correct when matched to data analysis, tracking is in place, development points for teaching are being provided and follow-up is being recorded along with any additional actions.</p>	<p>Observations with LW from AfA have taken place 7/10/16. PP/disadvantaged book looks as part of monitoring schedule.</p>	<p>Linked to AIP KPT 1.18</p>
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<p>Staff CPD on strategies for disadvantaged students</p> <p>Targeted questioning, encouraging leadership & positive psychology.</p>	<p>AJW/HG</p>	<p>Time allocation</p>	<p>February 2017</p>	<p>Observations and learning walks will show evidence of targeted questioning and leadership/responsibility opportunities given to disadvantaged students in all lessons.</p> <p>Evidence of positive psychology language use in lessons</p>	<p>Carry out CPD, staff to embed practice into teachers portfolio and teaching practice</p>	
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<p>Focus</p>	<p>Parental Engagement</p> <p>Achievement for All</p>
<p>Outcome(s)</p>	<p>Improved confidence and engagement of parents in student's education and care.</p>

Engagement with families previously disengaged from academy conversations, leading to academically-focused conversations that improve student outcomes over time.						
Actions	Person(s) responsible	Resources/costs	Timescales	Evaluation	Next steps	Comments (including links to the school improvement plan)
Structured conversation training for KS3/4 AfA teaching teams	Lynne Wheatley Achievement for All team	Pupil Premium Funding	Initial training on 21 st October 2016 to be attended by SENCO	Increased number of staff within the Academy with the relevant training to hold a structured conversation with parents. Improved engagement with parents should impact positively on the support at home, and the	Follow Achievement for All agreed actions	Achievement for All agreed actions

				progress of the initial chosen cohort.		
Structured conversation training for SEND key workers	AJW/KH	Training time for the TAs (not currently paid for INSET Days)	Autumn B	Increased progress of the students with SEND.	Established relationships between Keyworkers and parents, to enable conversations regarding progress at home and at the Academy.	
1srt structured conversation meetings with students and families	AfA team	Training completed Autumn B, some cover costs, time for planning and meeting	Autumn B with review meeting last week of term	First improved conversation with parent. Modelling of how parent can support child's progress in Eng/Maths	Review meeting Autumn B	Linked to KPT 1.18 3.6 3.8
AfA structure to inform all PP meetings	AfA team	Roll out CPD programme to staff	Spring B	Structured conversation model used in all parent meetings including P. Evenings	Improved progress in Eng/Maths across academy over 1-2 years. Greater engagement from	

					disadvantaged families.	
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