

Pupil Premium Strategy 2017-18

The Pupil Premium was introduced by the Coalition Government in April 2011 to provide additional support for looked after children and those from low income families. Its intention is to increase social mobility, enable more students from disadvantaged backgrounds to get to top universities and to reduce the attainment gap between the highest and lowest achieving students nationally. The extra funding is made available to schools to help them narrow the attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds.

The academy receives funding for any child who has been entitled to Free School meals, at any point in the past six years (i.e. FSM 'Ever 6'). The value of this premium is currently £935.00. For those students who are Looked After Children (LAC), the rate of Pupil Premium Funding is £1,900.00. Some pupil premium funding is also available for those students who are the children of army personnel, Children of Service families. Rushden Academy currently has 175 students who attract Pupil premium funding. In total, Rushden academy is awarded £153,000.00, in order to raise the attainment and life chances of those who belong to vulnerable groups.

After OFSTED had made extensive visits (70) throughout the autumn term (2012) to a range of primary and secondary schools. The visits showed that some schools are still not spending the Pupil Premium on interventions that are having any meaningful impact. These schools do not have good enough systems for tracking the spending of the additional funding or for evaluating the effectiveness of measures they have put in place in terms of improving outcomes. In short, they struggle to show that the funding is making any real difference.

Due to these findings it is imperative that Rushden Academy invests in interventions that are shown to have a measured impact. We must ensure that pupil premium funding is used effectively and that measurable impact is clear.

The EEF (an independent charity dedicated to breaking the link between family income and educational achievement) have produced a The Toolkit that currently 'covers 34 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.'

Based upon the evidence in this document this document Rushden Academy has identified the following areas in which to allocate Pupil Premium funding.

1) Behaviour and attendance

+4 months

- -Individual interventions offered by the learning mentors, to establish the barriers and work to remove them. Liaise with subject staff if needed.
- -Individual interventions offered by the inclusion team.
- -Set support given by the pupil's form tutor.
- -Clear expectations set out in the Rushden Academy Behaviour Code.
- -Adaptations made to the inclusion team to ensure that staff utilise key skills.
- -Introduction of the well-being team to monitor pupil well-being.

How Rushden will implement this strategy:

Behaviour and attendance. Social and emotional support strategies, to include working with families to address poor attendance. Families should be contacted immediately, when a student fails to arrive on time. Any barriers to punctuality need to be investigated and addressed. Attendance for PP students in the last term, is 88.99% as opposed to Non-PP which stands at 94.57%. Lateness for PP students is 4.03% against 1.77% for others.

Use of curriculum access provision is pivotal to maintaining the engagement of students, who are vulnerable or at risk of exclusion and underperformance and are having difficulty in accessing the mainstream curriculum. Staff are employed to provide 1:1 support and intervention. Staff work with faculties in order to ensure that any gaps are filled, if attendance is an issue. Currently eleven PP students access CAP.

Alternative Education. 24K Funds allocated to students' alternative education, either part or full time. These consist of animal care, car maintenance and construction. In addition to this, two students will be attending a Progress School, totalling £4735.00 for a six week placement. These placements are to mitigate the risk of permanent exclusion.

2) Social and emotional support strategies

- + 4 months
Learn for Life drop down days.
- -A clear and positive ethos is promoted throughout school. Staff take the time to know individual pupils- looking specifically at their background to ensure that they can support pupils with social and emotional difficulties.
- -Pupil voice focus groups are held through the year.
- -There is a structured transition program to ensure that we are given full information about individual pupils.
- Qualified counsellor works with vulnerable students.

How Rushden will implement this strategy:

A qualified member of staff also works with those Pupil Premium students whose mental well being is a barrier to their learning and progress. This member of staff currently works with eight PP students on a weekly session basis.

Metacognition is timetabled for all Year 7, 8 and some 9 and 10, have timetabled lessons. This will result in students becoming more responsible for their own learning. (under review) (+ 8 months progress)

Behaviour and attendance. Social and emotional support strategies, to include working with families to address poor attendance. Families should be contacted immediately, when a student fails to arrive on time. Any barriers to punctuality need to be investigated and addressed. Attendance for PP students in the last term, is 88.99% as opposed to Non-PP which stands at 94.57%. Lateness for PP students is 4.03% against 1.77% for others.

3) High quality teaching for all.

- + 5 months
- Teachers and subject leaders set their own expectations for mastery and this is linked to the progression pathway set out for individual pupils. This is monitored by subject leaders and referred to in the subject audits completed annually.

How Rushden will implement this strategy:

High quality teaching for all. Evidence clearly demonstrates that disadvantaged students suffer most, when they are exposed to poor teaching. High standards of teaching should include high expectations, clear monitoring of performance and teaching which supports the need of the learners.

4) Meeting individual learning needs

- + 2 months

- Offered as part of Quality First teaching through effective differentiation in class.
- -Promoted through INSET led by SENCO's.

How Rushden will implement this strategy:

Meeting individual learning needs. We need to ensure that we identify the specific challenges students face and make clear the next steps in their learning and progress.

Evidence based responses. Tracking of students, in order to identify learning needs should then be followed by the students being able to review their feedback. They need the opportunity to respond to this and discuss their feedback with their teachers.

Breakfast clubs will be instituted, not only for Year 11, but for students across the school. Year 11 will be focusing on preparation for examinations, making use of the newly acquired GCSEPod platform, together with the resources provided by faculties. Other year groups will be focusing mainly on the numeracy and literacy elements of the curriculum, or indeed any area in which they are struggling.

Homework club for those whose progress is hindered by lack of homework. Individuals will be targeted for this support and parental contact and support will be garnered.

5) Deploying staff effectively (small group tuition)

- + 4 months
- pupils have access to specific small group interventions that support learning across the curriculum.
- -Selected pupils have access to small group tuition to support with social understanding and behaviour choices, these are led by the inclusion team.

How Rushden will implement this strategy:

Deploying staff effectively. The expertise of staff, in raising the performance and aspirations of disadvantaged students is essential to grow. Staff will be trained for specific roles with this cohort, in order for them to provide effective support. Staff are our most important and critical resource in striving to move the progress of our Pupil Premium students forward.

Staff will be deployed to offer specific support to those students who are underperforming. Students will be timetabled to receive additional input from trained staff, who will work with them in order to enhance their skills and equip them for examinations and life beyond school. These to include a detailed analysis of teacher feedback in books, which will ensure that students are clear as to how they can make progress. Research demonstrates that effective feedback increases progress by eight months per year. In addition, students who are identified as having below average literacy and numeracy scores, will be seen twice weekly in order to raise their levels. This will be done through the use of newly acquired learning platforms, which have been acquired and have demonstrated measurable impact.

In order to achieve the areas outlined, we will use our Pupil Premium funding, of £153,000.00 as outlined below.

Staffing

- + 5 months
- Specific interventions led by teachers and teaching assistants to promote literacy and maths attainment.

- -Specific PSHE based interventions led by the learning mentor focused around personal health.
- -Specific social interventions led by the inclusion team to promote social awareness and understanding.
- -Specific interventions led by the form tutors to promote positive behaviour choices.

Staffing 80k.

Staff will be deployed to offer specific support to those students who are underperforming. Students will be timetabled to receive additional input from trained staff, who will work with them on a range of skills. These to include a detailed analysis of teacher feedback in books, which will ensure that students are clear as to how they can make progress. Research demonstrates that effective feedback increases progress by eight months per year. In addition, students who are identified as having below average literacy and numeracy scores, will be seen twice weekly in order to raise their levels. This will be done through the use of newly acquired learning platforms, which have been acquired and demonstrated measurable impact.

Members of staff involved

Six members of staff will be deployed to carry out the interventions outlined.

IT based interventions 20K.

- Ed Lounge for whole school £4999.00. This can be accessed by all students both in and out of school. For those with attendance issues, work can be set and tracked.
- Bedrock Learning, a new programme which focuses on the development of high order vocabulary, as evidence has shown that many students coming from a PP context, are exposed to a narrow and less elaborate vocabulary, which impacts greatly on their ultimate examination performance.
- GCSE examination performance. This will be delivered on a twice weekly basis for approx. fifteen minutes a session. Students in Year 7 have been identified using primary school data.
- GCSE Ipod. A programme aimed at Years 10 and 11 but which can also be accessed by the whole student population. This covers all GCSE subjects and will be used for a number of interventions, including the Year 11 breakfast club.
- Hegarty Maths, a programme for all levels of ability.
- Mathletics numeracy programme, to raise the numeracy levels of those student below national average attainment.

Alternative Curriculum Provision. 22K

For those vulnerable students who have difficulty in accessing the mainstream curriculum and whose engagements is vital to maintain fir future life chances. This includes costs associated with transport and external delivery at colleges and other providers. This also includes alternative settings, such as Hospital and Outreach.

IAG 6K.

- In order to ensure that our PP students are provided with specific, aspirational and realistic advice, they will have access to additional 1:1 interviews. They will also attend events and HE institutions in order to raise aspiration. Option choices will be clearly guided, in order to ensure that students are on the correct courses for their needs. Students will receive a wide range of preparation activities for future life: work related learning activities, access to

vocational courses, careers fairs, post 16 information and outside careers events. This ensures that disadvantaged pupils can make informed decisions about their courses and be well prepared for their future lives beyond 16.

Funding for extra curricular activity 5K.

- Music lessons
- Duke of Edinburgh Award Scheme
- Any activity which will enrich the experience of education and the wider worlds.

Other 20K

- Laptops and/or dongles issued on a case by case basis, where lack of such equipment is hindering progress, such as inability to complete work or revise using learning platforms. Funding for trips in cases of financial hardship. Help with uniform/equipment.

Measuring the impact

A range of strategies will be necessary to ensure that the desired impact is achieved. These will be monitored at regular intervals by DJV in the first instance, as well as employing all relevant parties.

The evidence used to judge impact will include:

- Rigorous use of whole school data tracking systems in identifying the gap, and then measuring the impact as further data is collected through the AP drops.
- Monitoring and evaluation of quality of teaching and learning across the school, through the faculty review systems, SLT walkabout, HoFs monitoring records.
- Pupil work scrutinies
- Student/parental voice