

## Pupil Premium 16-17 strategic Plan for expenditure received

### Pupil Premium impact review of expenditure 15-16

#### **Pupil Premium strategic plan for expenditure in the academic year 2016-17**

Charter Academy has a Pupil Premium Grant allocation of £326,000 for the coming academic year (in contrast to £295,000 in 15-16). This funding is given with a specific remit of diminishing any differences between disadvantaged students and those who are not disadvantaged. Schools should seek to lessen their in-school differences and also to ensure that their disadvantaged students perform better than non-disadvantaged other students nationally.

The Academy also receives a Service child Premium grant of £6,000 which is intended for use to provide additional (pastoral) support.

Based upon the internal end of year data for Year 10 moving in to Year 11, the summer 2016 results and the 2016 Raise Online, the following is evident:

RAISE 2016	<ul style="list-style-type: none"> <li>• Higher absence by FSM students (9.1/6.1)</li> <li>• FTE higher for FSM students</li> <li>• Progress 8 and Attainment 8 for disadvantaged higher prior attainment students is below figure for national other (non-disadvantaged) students</li> <li>• Maths element of Progress 8 for disadvantaged students demonstrates outstanding progress</li> <li>• Value added for disadvantaged students in humanities significantly below average</li> <li>• High impact of the percentage of disadvantaged students</li> <li>• Link between number of disadvantaged students and the below average prior attainment of students</li> </ul>
Current data Year 10 summer 2)	<ul style="list-style-type: none"> <li>• Progress in English is currently below target for many students across all groups including disadvantaged (bearing in mind that targets are set at +1 so highly aspirational)</li> <li>• Progress in maths is currently below target for many students across all groups including disadvantaged (bearing in mind that targets are set at +1 so highly aspirational)</li> <li>• Progress 8 is currently estimated to be lower for disadvantaged students, based upon end of year 10 exam results</li> </ul>

#### **Main barriers faced by eligible students**

The main barriers for the 2017 cohort are:

- Students with high prior attainment need to be supported to achieve their potential rather than a threshold of C grade/5 grade
- Students, particularly those with high prior attainment, need to have a clear aspiration for the future that explains to them why they need to do well in their exams
- Some students have low levels of literacy which impedes their learning and their confidence
- Some students struggle to attend regularly and conduct themselves in a way that benefits learning
- Some students do not have access to a healthy diet which impacts on their general well-being

The Academy already provides numeracy and literacy support for students with poor skills in either area and through launching a new careers advice programme from year 7 during PSHE time, we are working to really inspire students to think about next steps after their education is complete.

In light of the above data and understanding of barriers to learning, the Total Pupil Premium and Service Child Premium Grant money for 16-17 will be spent as follows.

<b>Purchase area</b>	<b>Estimated cost</b>
<b>Curriculum Programmes – focused on learning</b>	
1:1 Tutors – to support literacy and numeracy in KS3	£47,000
Teacher: Intervention classes to focus on addressing underperformance of high prior attainers in KS4	£47,000
<b>CIAG</b>	
1:1 careers advisors to target students with high prior attainment to support with raising aspirations	£5,000
<b>Enrichment Programmes – beyond the curriculum</b>	
Breakfast Club & break-time snacks – to promote healthy eating and to ensure that students are receptive to learning	£15,000
School Trips – for FSM eligible students, these will have a focus on raising aspirations for high prior attainers	£5,000
Extended school, enrichment activities and sporting programmes	£10,000
Music: provision of instrument based tuition	£21,000
<b>Family &amp; Community Programme</b>	
School uniform provision – for FSM eligible students	£10,000
Parental cookery programme	£6,000
<b>Social Emotional and Behavioural Programme</b>	
Pupil and Pastoral Support	£106,000
Attendance: hire of people carrier to facilitate home visits	£3,000
Student behavioural and referral programmes	£57,000
<b>Estimated total expenditure (including service premium)</b>	<b>£332,000</b>

The impact of this is reviewed regularly through the year – both through qualitative information gathered during our inclusion meetings and through analysing the data at key data input points. Further individual student trackers are used to see how students are doing at a micro level. We adapt our support and our plans for further work in the light of this evaluation. The final impact will be reviewed in August 2017 when we examine the summer outcomes and decide which actions had the most impact, which are worth repeating and which need to be rethought.

#### **Pupil Premium impact review of expenditure 2015-16**

The new Interim Principal for Charter Academy has been advised that funds of £295,000 in 2015-16 were spent as follows:

<b>Item</b>	<b>Intended Impact Area</b>	<b>Estimated cost</b>
<b>Curriculum Programmes – focused on learning</b>		
1:1 Tutors	Support with numeracy and literacy to close the gap for progress eg. tutor time Maths intervention, Catch-Up reading and literacy classes	£73,000
<b>Enrichment Programmes – beyond the curriculum</b>		
Breakfast Club & break-time snacks	To promote healthy eating and to ensure that students are receptive to learning	£15,000

School Trips Extended school, enrichment activities and sporting programmes Music: provision of instrument based tuition	Development of disadvantaged students To build inspiration and ambition in disadvantaged students Gifted and talented – for most able vulnerable students	£5,000 £27,000 £21,000
<b>Family &amp; Community Programme</b> School uniform provision Parental cookery programme	To support equality between students To promote wellbeing through home lifestyle	£13,000 £5,000
<b>Social Emotional and Behavioural Programme</b> Pupil and Pastoral Support Attendance Student behavioural and referral programmes	Reduce low level behaviour incidents to promote the learning across the Academy Home visits to respond to welfare concerns Targeted support with students at risk of exclusion – to maintain disadvantaged students in mainstream education	£62,000 £3,000 £77,000
<b>Estimated total expenditure (including Service Premium)</b>		<b>£301,000</b>

### Impact of this expenditure

In 2016 the Academy celebrated achieving 68% of students getting five A\*-C GCSEs including Maths and English. This represents an improvement of 44% in comparison to the predecessor school.

These results also showed that 61% of pupil premium students achieved 5A\*-C including English and Maths compared to the national average of 58.7% non-pupil premium students. This compares to 69% of national non-disadvantaged students achieving an English and Maths match. Whilst there is a difference here, it is a diminishing difference on previous cohorts. It should also be noted that of the pupil premium students targeted to achieve 5A\*-C including English and Maths, 82% did so.

Analysis of data also demonstrates that there was no significant difference between pupil premium students and non-pupil premium students in the percentage of students achieving 3 levels of progress from KS2 to KS4; 85% of pupil premium students achieved this in English and 78% in Maths. Whilst the RAISE Online no longer focuses on expected progress in this way, we know that 85% expected progress in 2015 would have suggested outstanding performance for the national cohort and 78% progress at the least, good progress. This clearly demonstrates that the target areas had successfully supported the progress of our disadvantaged students.

Given that we are now delivering numeracy during tutor time having allocated maths teachers to be Y7 tutors, we will assess the progress of all students after their first holistic assessment in Autumn 2 before taking a decision about the nature of the programme of intervention for numeracy catch up students.

The positive impact of this expenditure is supported by the RAISE 2016 data which currently indicates that for disadvantaged students' Progress 8 was not significantly below the national overall Progress 8 for low and middle prior attainment group. Progress 8 was not significantly below the national other overall in English or Maths, although it should be noted that Progress 8 for the Academy was above average in English and Maths.

The current strategies are not sufficient to support disadvantaged high prior attainers to make accelerated progress. In particular, underperformance in the Ebacc subjects (English, Science, Humanities and Spanish)

needs to be addressed. This is a key priority for the academy this year. Senior Leaders will support Middle Leaders with raising awareness of this particular group of students and the monitoring of their progress. Intervention will be taken swiftly in the event of any underperformance. Specific intervention sessions will target areas of weakness for these students. In order to raise aspirations of these students to ensure they are motivated to achieve their best rather than achieving the threshold of a C/grade 5, they will be given targeted CIAG during tutor time and 1:1 sessions.

Attendance reported for the year 15-16 is:

	Pupil Premium	
	Yes	No
Year 7	95.1	96.0
Year 8	92.9	95.6
Year 9	93.8	95.3
Year 10	92.5	95.7
Year 11	90.9	93.9
Combined years 7 - 11	93.0	95.3

Attendance was low for disadvantaged students alongside persistent absence in this group being higher than in other groups. Tracking of attendance shows that support offered is effective at reducing absenteeism, however there is still some way to go to reduce the amount of persistent absences. There were improvements in years 8 (+0.5) and 9 (+0.5) on the previous year and in year 7 the good attendance was maintained so strategies to improve attendance for disadvantaged students in KS3 are having a positive impact.

It can be seen that priorities for the use of funds in the years 2015-2016 was focused both around English and Maths and in developing the whole child. In 2016-17 the priorities will be to improve outcomes for students in Science, Spanish and Humanities particularly for students with high prior attainment. Detailed tracking of these offers alongside the curriculum review for disadvantaged students is ongoing during the current year. Once this tracking is analysed use of the Premium grants will be reviewed for the next academic year.