

Pupil Premium Statement 2017/18

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between disadvantaged pupils and their peers.

Disadvantaged pupils are defined as those who are in receipt of Free School Meals or who have been in receipt of Free School Meals in the past 6 years (Ever 6). There is additional funding for Looked After Children (LAC), and those who have been Adopted From Care – also known as Previously Looked After Children (PLAC). In addition, disadvantaged pupils may also include pupils who have a parent serving in the armed forces or a parent who has served within the armed forces in the past 6 years (Service Ever 6).

This report will determine what funding the academy has received, how it has spent, the impact of this spending during 2018/19 and the future plans during the academic year 2018-19.

1. Pupil Premium Income

The figures below represent the number of pupils who were registered as PP at the end of the academic year 2017/18.

	Income per pupil	Number of Pupils
Pupil premium students	£935	162
Looked after Children	£1900	7
Services students	£300	9
Total income:		£167,470

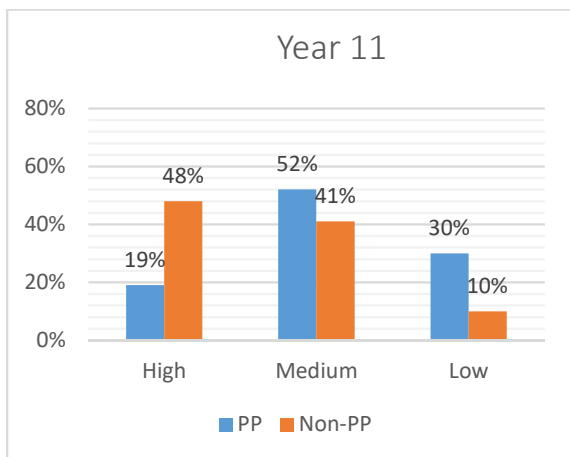
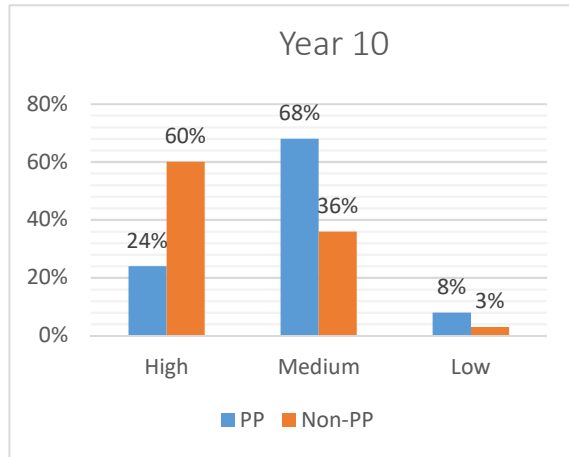
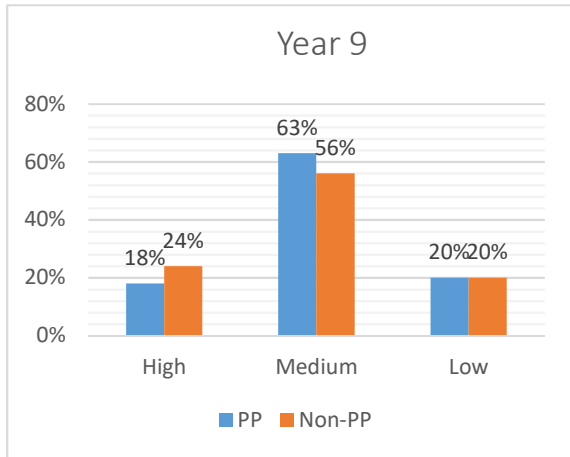
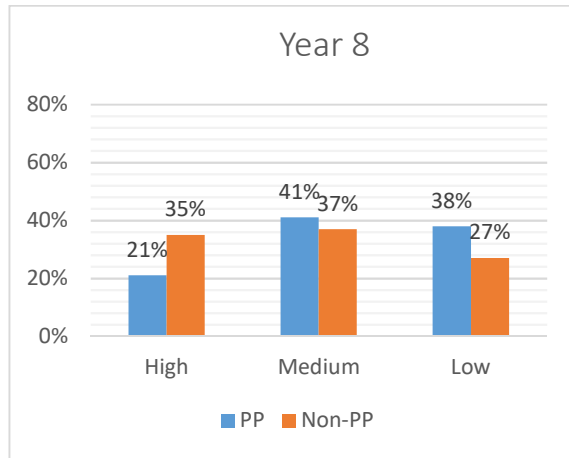
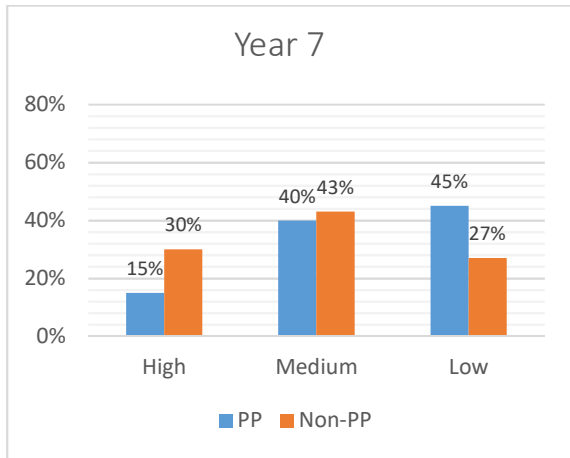
*Please be aware that these number do fluctuate as some students join and leave the Pupil Premium funding part way through the year.

2. Breakdown of Pupil Premium students.

Breakdown of Pupil premium students by year group (2017/18):

	Pupil premium	Looked after child/AFC	Services	Total in Year	Percentage of cohort who qualify for PP
Year 7	39	0	1	40	29.0%
Year 8	39	3	1	43	30.7%
Year 9	33	3	3	39	29.1%
Year 10	24	1	3	28	22.8%
Year 11	27	0	1	28	21.9%

Pupil Premium students split by ability group



3. Outcomes for Pupil Premium Students in 2018

Cohort size: 127 (28 PP students and 99 Non-PP)

		Gap between PP students in schools and non-PP students nationally		Targets	Mid-Year	Targets	Mid-Year
		2016-17	2017-18	2018-19	Year 11	2019-20	Yr 10
Basics 9-5	PP	35%	18%	30%	15%	38%	35%
	Non-PP	49%	49%		49%		49%
	Gap	14%	31%		34%		14%
Basics 9-4	PP	62%	39%	52%	48%	63%	54%
	Non-PP	71%	71%		71%		71%
	Gap	9%	32%		23%		18%
P8 English	PP	-0.58	-1.35		-0.57		-0.17
	Non-PP	0.11	0.11		0.11		0.11
	Gap	0.69	1.46		0.68		0.29
P8 Maths	PP	0.02	-0.32		-0.46		-0.03
	Non-PP	0.12	0.12		0.12		0.12
	Gap	0.10	0.44		0.58		0.15
P8	PP	-0.35	-0.80		-0.46		-0.07
	Non-PP	0.11	0.11		0.11		0.11
	Gap	0.46	0.91		0.57		0.18

		Gap between PP students and non-PP students in school		Targets	Mid-Year	Targets	Mid-Year		
		2016-17	2017-18	2018-19	Year 11	2019-20	Yr 10		
Basics 9-5	PP	35%	18%	30%	15%	38%	35%		
	Non-PP	56%	55%		48%		47%	56%	53%
	Gap	21%	37%		18%		32%	17%	18%
Basics 9-4	PP	62%	39%	52%	48%	63%	54%		
	Non-PP	77%	81%		70%		76%	77%	84%
	Gap	15%	42%		18%		28%	13%	30%
P8 English	PP	-0.58	-1.35		-0.57		-0.17		
	Non-PP	0.22	-0.17		-0.27		-0.23		
	Gap	0.79	1.18		0.30		0.05		
P8 Maths	PP	0.02	-0.32		-0.46		-0.03		
	Non-PP	0.66	0.49		0.13		0.35		
	Gap	0.64	0.81		0.59		0.38		
P8	PP	-0.36	-0.80		-0.46		-0.07		
	Non-PP	0.35	0.14		0.13		0.10		
	Gap	0.71	0.94		0.59		0.17		

4. Outcomes for Pupil Premium data over time.

Number of Pupil Premium Students						
2016	2017	2018	2019	2020	2021	2022
			Y11	Y10	Y9	Y8
25	26	28	22	35	35	40

GCSE examinations in English and Maths were changed from 2017. The most notable difference is that numbers are used for grades with 9 being the highest and 1 the lowest. The Department for Education has stated that a grade 7 is equivalent to a grade A, grade 4 = grade C and grade 1 = grade G.

A*-C (or 9-4) in both English and Maths.			
	2016	2017	2018
St Bede's PP	48%	62%	39%
National All	62%	63%	TBC

9-5 in both English and Maths.			
	2016	2017	2018
St Bede's PP	NA	35%	18%
National All	NA	42%	TBC

A*-C (or 9-4) English			
	2016	2017	2018
St Bede's PP	60%	73%	48%
National All	74%	75%	TBC

A*-C (or 9-4) Maths			
	2016	2017	2018
St Bede's PP	56%	65%	62%
National All	68%	69%	TBC

9-5 in English.			
	2016	2017	2018
St Bede's PP	NA	50%	19%
National All	NA	65%	TBC

9-5 in Maths			
	2016	2017	2018
St Bede's PP	NA	50%	38%
National All	NA	63%	TBC

EBacc			
In 2016 A*-C grade in: English, Maths, 2 Science qualifications, Humanities (Geography or History) and Languages (German, French or Polish) is classified as a standard pass.			
In 2017 if students achieve 9-4 grades in English and Maths and A*-C in Science, Humanities and languages they have achieved a standard EBacc pass.			
In 2018 if students achieve 9-4 grades in English and Maths, two science qualifications, Humanities and languages they have achieved a standard EBacc pass			
	2016	2017	2018
% PP achieving EBacc - standard	8%	23%	18%
% national - All	22%	24%	TBC
In 2016 a strong EBacc was not possible.			
In 2017 if students achieve 9-5 grades in English and Maths and A*-C in Science, Humanities and languages they have achieved a strong EBacc pass.			
In 2018 if students achieve 9-5 grades in English and Maths, two science qualifications, Humanities and languages they have achieved a strong EBacc pass.			
	2016	2017	2018
% PP achieving EBacc - strong	NA	12%	7%
% national - All	NA	21%	TBC

Progress 8		
2016	2017	2018
-0.42	-0.36	TBC

Attainment 8		
2016	2017	2018
40.34	41.85	37.09

Destinations of PP students

	Pupil Premium		Non Pupil Premium	
	Number	%	Number	%
Number	28	-	128	-
6 th Form School	-	-	2	1.6%
6 th Form College	12	42.9%	75	58.6%
Further Education	13	46.4%	45	35.2%
Employment with Training	1	3.6%	2	1.6%
Part-time Education	-	-	-	-
Employment without training	1	3.6%	2	1.6%
Unemployed	-	-	-	-
Not Known	1	3.6%	2	1.6%
Total into Learning	26	92.9%	124	96.9%

5. How the income was spent.

Below is detailed how the funding was spent during the academic year 2017/18:

Aim	Activity	Amount	Impact
<p>Improve the performance of PP students in English and Mathematics in Year 11.</p>	<ul style="list-style-type: none"> • Increase the number of teaching hours within both the English and Maths departments. • In Year 11 English 58% of PP students were taught in class sizes of less than 15. • In Year Maths 68% of Pupil premium students were taught in class sizes of 20 or less pupils and 32% were taught in class sizes of less than 12. • Revision guides given free to Pupil premium students in English and Maths. • Subscriptions to online resources such as the PIXL Maths App, PIXL English Lit App and Mathwatch given free to PP students. • Engagement with Apps incentive. • Tutor time intervention given to PP students for maths and English throughout Y11. • PP tutor group created to support 10 KM students with the core subjects. • Teacher time for interventions that take place after school and holiday time. • PP students attending the PIXL Maths conference in Harrogate for free. • PP students offered financial support to attend the Maths Revision weekend. • 1-2-1 maths tutoring of HA PP students by sixth form students. • Additional sets in Y7 and Y8 English until Christmas. • Purchasing of PIXL code to support phonics and Reading programmes. 	<p>£50,000</p>	<ul style="list-style-type: none"> • Increasing capacity in these key areas allowed intervention to be more bespoke as more staff are available. • With more PP students in smaller class sizes this allows more individualised support and greater quality of feedback. • Materials such as revision guides allow greater independence and allows them access to key curriculum materials. • Intervention in tutor time allows 1:1 or small group individualised teaching. • After school revision gave PP students greater curriculum time, this was planned and given to those areas of greatest need. • All HA PP students achieved a grade 8 in Maths.

<p>To develop effective internal strategies to improve the attendance and behaviour of PP students and achieve greater engagement from parents.</p>	<ul style="list-style-type: none"> • The academy to develop the Pastoral team which interventions to be quicker and have greater impact. • Attendance officer tracking the lateness and absence of PP students and informing parents straight away when students are not and if necessary conducting home visits. • EWO and Assistant safeguarding officer working extremely closely with vulnerable PP students who are in danger of either not attending school or having extreme problems at home. • Time taken to record incidents through CPOMS. • Use of internal 1:1 support for PP students who are in need of emotional and mental support. • To allow the school to access the necessary support and assistance from outside agencies where the need arises. • Time taken to host multi-agency meeting for PP students. • Time taken for the LAC co-ordinator to host termly review meetings. • House Leaders time to monitor the progress, behaviour and attendance of PP students and then to take effective action, including communicating with staff and parents. • PP profiles created for all year 11 students to identify their barriers to learning. • 20 PP students opted to take part in a 6 week mindfulness programme ran by the external agency FORCE. • Additional consultation evening for KM PP students in respect of Maths and English. 	<p>£42,000</p>	<ul style="list-style-type: none"> • All staff aware of the barriers faced by PP students. • Supported PP students who displayed social and emotional difficulties in overcoming barriers to their learning. • Pastoral Intervention courses, including how to cope with stressful situations and managing study skills. • Increased attendance of PP students' parents at consultation evenings.
<p>To effectively track the progress of PP students.</p>	<ul style="list-style-type: none"> • To use Go4Schools, SMID and PIXL to track the academic performance of students. • Use of CATs assessments in Y7 to ascertain the actual standard of attainment by PP students against non-PP. This is then followed up with assessments at the end of Y7 to Y8 to track that appropriate progress is being made. 	<p>£20,000</p>	<ul style="list-style-type: none"> • Tracking of PP progress easily tracked and monitored across all departments. • CATs testing is very effective in identifying students with low reading ages and low maths ability for early intervention in Y7.

	<ul style="list-style-type: none"> • Subject leader time to track the performance of PP students through the writing of standards report which contain specific details regarding the progress of PP students. • To Use CPOMs to track the emotional, physical and mental wellbeing of PP students so that patterns of concerns and be spotted and intervened by the pastoral support team. • PP co-ordinators time which is used to track the academic performance of students but also to champion the needs of this group. • Time of AHT (Standards) to track the overall attainment and progress of PP students. • Time of assessment assistant to track the predicted performance of PP students and set targets. 		
Funding of educational trips to facilitate learning outside the classroom.	<ul style="list-style-type: none"> • All PP students are aware that the academy is able to support the costs of trip. • Trips are funded when the need arises. • Trips allow student to experience different cultures and working with other students. • Holiday revision sessions provided students with additional revision during school holidays to maximise their chances of achieving their target grade. • Extended Library opening hours. 	£6,000	<ul style="list-style-type: none"> • Assistance has been given to students for a range of trip including: Theatre Trips, Cross country, Briar's residential, Ski trip, French trip, careers events and many others. • Students to have available a quiet place of study for independent revision.
To make effective use of non-teaching staff to support the progress of PP students.	<ul style="list-style-type: none"> • Time of Teaching Assistants who support PP students in class. This support could be in place due to PP students falling behind their targets or because they present challenging behaviours in that lesson. • Time of careers advisor who interviews all PP students in Y11 before they leave to ensure that they have the correct information to make informed post 16 choices. • SLO time needed to contact parents in respect of attendance, behaviour and organisational need. 	£37,000	<ul style="list-style-type: none"> • Students in class receive more instant feedback from staff. • PP students receive support in classroom rather than needing for removal from class. • Modelling of positive behaviours in classrooms by TAs. • Increased aspirations of PP students. • All PP students to receive 1 to 1 careers interviews and advice throughout year 11.

Educational Equipment	<ul style="list-style-type: none"> • All departments are able to bid for equipment that will enhance the progress of PP students. • To ensure that all PP students have access to the correct equipment needed in their studies. • All PP students were provided with Tassomai to support independent Science revision. • Revision materials provided for students to study outside of school e.g. stationery, folders and more substantial equipment in cases such as a desk to work from home. • To ensure that all students are allowed dignity in their work. 	£8,000	<ul style="list-style-type: none"> • PP students have access to equipment, this is carried out discreetly. • Examples of this include Art equipment, food equipment and when necessary uniform. • Laptops were given to a small number of students who didn't have such facilities at home due to finances.
Breakfast club	<ul style="list-style-type: none"> • Breakfast club established to provide free breakfast for Pupil Premium students. • To encourage better attendance and punctuality. • Water and breakfasts on day of exams for students. 	£2000	<ul style="list-style-type: none"> • Provision of breakfast to Pupil premium students. • To ensure all students are able to concentrate better in exams.
Transport	<ul style="list-style-type: none"> • To ensure that if PP are unable to afford travel to and from school then this will be funded. • No students are unable to attend Period 6 or extra-curricular activities because they cannot afford transport home. 	£2000	<ul style="list-style-type: none"> • Students able to travel to and from school quickly and safely. • Attendance at enrichment events increased.
Brought forward to 2017/18		£167,000	

