

- Pupil Premium Provision and Year 7 Catch-Up

### **What is the Pupil Premium?**

Pupil Premium Funding Report 2016 - 2017 National Guidelines The Pupil Premium Grant is a Government initiative designed to provide additional funding to address potential underachievement of our most disadvantaged children, nominally those who are (or have been) eligible for free school meals (FSM), looked after by the Local Authority or adopted, or from families with parents serving (or having served) in Her Majesty's forces.

Measures have been included in the performance tables that capture the achievement of those disadvantaged pupils covered by the Pupil Premium. Since September 2012, schools have been required to publish online information about how the premium has been used and evaluate the impact of any actions or initiatives funded by the grant. At Retford Oaks Academy, we track the achievement 'gap' between all students and those eligible for Pupil Premium funding.

*"It is for the schools to decide how best the Pupil Premium allocation should be used, as they are best placed to assess what additional provision should be made for individual pupils"*

Source: DfE Website

## **Introduction and Purpose**

Retford Oaks Academy has made significant changes to the spending of the Pupil Premium funding in 2015/16 following analysis of our outcomes for disadvantaged students in 2014/15.

Retford Oaks Academy's current approach to closing any achievement gap and also outlines how the Academy plans to utilise the Pupil Premium Grant (PPG) to effectively raise standards of attainment and achievement for all students. At Retford Oaks Academy we recognise the importance of ensuring all students, whatever their background or circumstance, are provided with a relevant education of the highest quality. This will ensure that all our students are equipped with the knowledge and skills they will need to succeed in, and beyond, the Academy. At Retford Oaks, strategies to close achievement gaps between groups and individuals are an integral part of every lesson, and evident in all areas of the Academy. Within the classroom there is a clear focus on well planned and differentiated lessons that challenge and stretch all students. All staff are entitled to a program of training that allows them to continually expand and experiment with a full range of teaching strategies and techniques to ensure the achievement gap is closed rapidly through the use of timely and appropriate interventions. Currently, 28% of our students are supported by Pupil Premium funding.

### **Key Priorities:**

To continue to work on 'Diminishing the Differences' for disadvantage students identified as a priority in our Academy Improvement Plan (AIP), by addressing inequalities and raising the attainment of those students in low income families, Service children, or who are 'Looked After'.

What do we expect to see? Targeted additional support strategies resulting in every student, however financially disadvantaged, being able to:

### **For Students**

- Maintain their levels of attainment and progress, especially in Maths and English;
- Diminish the differences for disadvantage students against their attainment and rates of progress relative to school & National averages;
- Have full access to the curriculum;
- Access extra-curricular provisions.

### **For Staff**

- To continue to develop a clear direction and focus for diminishing the differences across all areas of the Academy; especially PP students
- To embed the ethos of diminishing the differences across the whole Academy curriculum, using a range of resources and strategies.

-To raise levels of progress and attainment and diminish the differences between target groups and individuals; specifically, for PP students.

-To improve knowledge and understanding of diminishing the differences including strategies and interventions of staff and to share good practice.

## What Pupil Premium Funding has been received by Retford Oaks Academy?

### Pupil Premium Funding 2018 – 2019

Pupil Premium funding is presently regarded as being continuous funding, so many initiatives put in place as a result of this will strongly inform spending in future years. Setup costs for many initiatives represent an initial outlay, but enhanced staffing represents an ongoing financial commitment. Given the evolving nature of the Pupil Premium initiative, funding from one academic year may need to be carried forward to cover some initiatives.

### Students eligibility for Pupil Premium

Description	Amount per Individual
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (CLA) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority £1,900	£2300
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order £1,900	£1900
Service children, pupils in year groups reception to year 11 recorded as Ever 5 Service Child, or in receipt of a child pension from the Ministry of Defence	£300

## Changes to how parents/carers claim for Pupil Premium from 2018-2019

Prior to April 2018, children qualified for free school meals – and accordingly pupil premium – if you received any of the following benefits:

- Income support
- Income-based jobseekers' allowance
- Income-related employment and support allowance
- Support under Part IV of the Immigration and Asylum Act 1999
- The guaranteed element of state pension credit
- Child tax credit, provided that you are not also entitled to working tax credit and have an annual gross income of £16,190 or less

These benefits have now been rolled into a single benefit, called Universal Credit. From April 2018, free school meals and pupil premium will only be allocated to pupils with a family income under £7400 (net) per year.

Since September 2014, all children in Reception and Years 1 and 2 have qualified for free school meals, regardless of their family income, but only the children who would qualify for free meals under the above income-based criteria will receive the pupil premium. If your child qualifies for free school meals, it's important that you tell the Academy – even if they bring a packed lunch – as this enables us to claim the pupil premium funding.

Received by the Academy 2018-2019 estimated number of total students for which income is received is 28% of the Academy cohort.

An outline of how the Academy has targeted the spending of this money is shown below.

Income	2017-2018 Pupil Numbers	2018-2019 Pupil Numbers	2017-2018 Budget	2018-2019 Budget
Pupil Premium Funding	221	240	£199,155	£217,195
LAC	8	12	£24,474.96	£27,600
Catch Up	40	50	£22,500	£22,500

## How we will use of 2018-2019 Pupil Premium to support our students

Category	Provision	Cost
Staffing	Academic and Pastoral staff to support students. To 'diminishing the differences', especially in terms of attainment and progress, in literacy and Numeracy, with a particular focus on pupil premium students. This includes one to one tuition, small withdrawal classes and Teaching Assistant support.	£50,000
Supporting student transport cost to school	Financial subsidies towards the cost of the hire of the Academy buses to and from school which provides a reduced rate for Pupil Premium students.	£50,000
Student Learning resources	Providing additional tuition outside literacy and numeracy, to support further academic studies such as revision guides, music and all other curriculum subjects.	£19,000
Learning programmes to support PP	Programmes such as TUTE, on line learning base which are designed to provide extra support outside of planned lessons.	£8,500
Accessing External Providers	External learning experiences such as colleges for Construction and Hair and Beauty and external provision such as Good Apple and Focus.	£45,000
Staff CPD training	CPD of Key staff to ensure they remain up to date and aware of all current initiatives and information is disseminated into school	£3,000
Enrichment	To ensure all students with a particular focus on Pupil Premium students are able to access learning inside and outside the classroom through agencies, outside providers and motivational speakers. Ensuring that all students have equal access to enrichment opportunities.	£5000
Accelerated Learning group and provision Year 7	Provide staff and a learning environment that is responsive to individual student's needs.	£21,000

Revision Guides and text books where required.	Provide all Pupil Premium students with the necessary revision guides and new curriculum text books as required to support the agenda of diminishing the differences.	£4000
Support of PP Voucher System	Provide all PP students with financial support in Academic and Social areas of school life through various targeted vouchers.	£3500
Easter School	Year 11 learning in support of GCSE English/Maths/Science	£3000
Summer School	To 'narrow the gap' and to provide a full week of engagement for Pupil Premium Students with a focus on Literacy and Numeracy.	£5,000
Targeted one to one intervention in year 7-11 for LAC students	1to1 and small group working provided for all LAC students at least one cycle per academic year.	£5,000
Targeted one to one intervention in year 11	Targeted year 11 intervention for Pupil Premium students pre-start of the school day, at the end of the school day and at weekends. Offering as much flexibility to Pupil Premium learners as possible. Includes transport and food where necessary.	£5000

### Strategies for closing the achievement gap

Interventions - There are three distinct waves of intervention

**Wave 1** - The effective inclusion of all children in high quality teaching & learning

To include:

- Differentiation in the class to an individual level
- Literacy support in class
- Small group work within the class
- Working with peers of a similar/higher ability
- TA support in class
- Invited to after school sessions
- Practical activities

- Revision guides
- Modelling exemplar materials

**Wave 2** - Additional time-limited provision in the form of small-group intervention outside of the normal classroom. Wave 1 provisions are in place. Wave 2 interventions should be used for students who can be expected to 'catch up' with their peers as a result of the intervention.

To include: Small-group intervention for example after Academy booster classes; holiday revision clubs, withdrawal classes during the Academy day.

**Wave 3** - Specific targeted interventions for identified students outside of the classroom.

- Additional time-limited intervention and provision to enhance the progress of identified children.
- This will involve intensely focused teaching activities that tackle fundamental gaps in skills, knowledge and understanding which is preventing progress
  - These would usually be conducted on a 1 to 1 or small group basis where the teacher does not expect students to make the expected progress in a group situation.

	<b>Intended Aims/Impact</b>	<b>Key Performance Indicators</b>	<b>Impact levels of Progress</b>	<b>Cost</b>
1-1 tuition and targeted group work for English and Maths supporting staff costs for provision,	Raise literacy/numeracy standards.	KS3, KS4 levels of progress.	55.6% PP students achieved level 4 in English	£50,000
On line TUTE Teaching provision.	Raise literacy/numeracy standards.	Teacher/Student TUTE assessment of impact KS4 examination results.	PP cohort level 4 in English 55.6% non-PP 77 %	£7,200
KS4 Support intervention external provider.	Ensure all students achieve expected levels of progress or complete work set by school to support academic route.	KS4 examination results.	2 Year 11 students and 4 year 10 students supported via External providers. All Year 11 students achieved 7 or more GCSE passes. 1-9 passes.	£15,000
Personalised curriculum pathways at KS3/4.	High levels of engagement within school and successful outcomes for any Vocational qualification Reduce fixed term and permanent exclusions.	Attendance data Behaviour data KS4 at least 3 of progress achieved / Exclusion data.	19 Disadvantaged students took part in alternative provision in years 7-11, ensuring achievement and academic results. Successful Individual Case Studies are available which demonstrate how alternative provision has been effective in engaging students. Year 11 10 construction (All achieving grade C or better) & 8 Hair and Beauty.	£24,000
1 x intervention mentor.	Ensure all students achieve expected levels of progress in subject areas of mentoring support.KS3/KS4	KS4 examination resultsKS3-KS4 at least 3 x levels of progress achieved.	Employed for 2 mornings per week to support vocational students external of the academy. See vocational results	£6,250



Counselling services.	Ensure students emotional health and well-being are catered for.	Recorded evaluation of Counselling Impact.  Soft data from students about happiness and well-being in school.	On-going service with 16 Disadvantaged students being supported through counselling.	£4,000
Year 11 Progress manager.	Ensuring all students' progress is monitored tracked and supported through YEAR 11.	KS4 examination results. KS3, KS4 levels of progress.	31% of PP achieved level 4 in E & M. (15/45 students in total). National average NYN%.  100% PP students achieved 5+ Grade 1 or above GCSE (exc. equiv.) / Non PP 97.1% E 31% of Pupil Premium students achieves 5+ Grade 4 or above non-PP 56% National average NYK%.	£8,000
Year 11 exam remarks	Providing every opportunity for grade year 10/11 grade remarks if applicable.	KS4 Examination results	PP student's grades given the opportunity for remarking,	£720
Careers Information, Advice and Guidance.	Ensure all students have a route of progression at KS5.	Post 16/ College course entry criteria met. Reduce to zero NEET figures.	NEET Figures expected to be 1.2% of cohort	£8,000
Removing financial barriers to participation In either curriculum or extra curriculum areas.	Equal access to extra-curricular opportunities.	PP student participation rates high.	Support in areas such as transport, activity cost, Food Technology and Resistant Materials items.	£2,500
Revision Guides Voucher Scheme PP	Equal access to revision guide support	PP student's allocation and use of guides / PP GCSE Data	See exam data above English/Maths/Science/MFL/Humanities all issued Revision Guides year 10/11	£2,500

<p>FSM Breakfast programme.</p>	<p>This provides students accessing free school meals with the opportunity to have a balanced breakfast on a daily basis to ensure they are fully prepared to learn from the start of the day. lunch time at 13.04 (quite late in the day) gives disadvantaged students the chance to eat before school starts so they can engage with learning. It also provides these students with another opportunity to socialise during a meal time with their peer group in a calm and relaxed environment.</p>	<p>Behaviour data Attendance data. Achievement data.</p>	<p>Attendance has maintained around the 36% of FSM cohort yr 7-11. FSM academic supported performance through the school year. Students attaining level 4 in En &amp; Ma FSM 47.1% Non FSM 52.1% <u>Gap 5%</u></p> <p>FSM students achieved level 4+ in En/Ma FSM 38.1% Non FSM 54.1% <u>Gap 14%</u> FSM students achieved LEVEL 4+ in En FSM 47.6% Non FSM 76% <u>Gap 29.4%</u></p> <p>FSM 3 single sciences entered – PP 42.9% Non 29.2% GAP – -13.7%</p>	<p>£7,400</p>
<p>Easter break teaching and 1to1 staff support in non-teaching hours ie weekends preschool for KS4 students.</p>	<p>Support KS4 student's readiness for 2015-2016 exams.</p>	<p>KS4 examination results. English/Maths/Science Feedback / Evaluation</p>	<p>Easter School</p> <p>PP cohort Average Progress 8 -0.4 Non-0.8</p> <p>Students attaining level 4 in En &amp; Ma attended 55.6% non 47.4% <u>Gap -8.2%</u></p> <p>1to1 staff support in non-teaching hours</p> <p>Students attaining level 4 in En &amp; Ma attended 63.2% non 48.9% <u>Gap -22.5%</u></p>	<p>£2,000</p>
<p>KS3 Staffing Nurture groups</p>	<p>Provide a learning environment that is responsive to individual students needs.</p>	<p>Year 7 data</p>	<p>All nurture students moving to main stream in year 8</p>	<p>£21,000</p>

Staff training.	CPD of Key staff to ensure they remain up to date and aware of all current initiatives and information is disseminated into school.	Introduction of new staff CPD initiative to support training and development of PP support.	Staff attended courses, training and CPD in relation to PP students. 2016-17 progress data suggest that these had a positive impact on student's progress and outcomes.	£3000
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NB: As always, our aim is to ensure that all students meet or surpass their academic and social potential. Therefore, the above expenditure lists also represent other funded resources aimed at maximizing the attainment of all students, thereby diminishing the difference.

### Impact 2017-18

	Students eligible for PP	Students not eligible for PP	National average (2016-17)
% achieving 5 (4+) including English and Maths	40%	68%	43%
% of students achieving a standard pass in English and Maths	31%	56%	
Attainment average 8	3.7	4.6	
Progress 8	-0.3	-0.1	

## **Catch Up Year 7**

### Catch-Up Premium Plans for 2018-19

#### **Background Information**

The Catch-Up Premium is government funding to assist schools in providing additional support in Literacy and Numeracy. Each school is entitled to an additional £500 for each year 7 student who did not achieve at least level 4 in reading and/or maths at the end of key stage 2.

Retford Oaks Academy was allocated £22,500 for the academic year 2017/18

Retford Oaks Academy has been allocated £22,00 for the academic year 2018/19.

#### **What is the Key Priority?**

This is aimed at each year 7 pupil who did not achieve at least level 4 in the Key Stage 2 national curriculum tests in reading and/or mathematics. The purpose of this funding is to enable schools to deliver additional support, such as individual tuition or intensive support in small groups, for those pupils that most need it.

#### **What do we expect to see?**

Targeted additional support strategies resulting in these students, regardless of starting point, being able to:

- Improve their levels of attainment and progress in Maths and English.
- Close the attainment gap relative to school averages.
- Have full access to the curriculum.

#### **How is the Catch-Up Premium used?**

The following interventions/resources have been put into place:

- 1To1 English and Maths lessons in support of Catch Up targets.
- TUTE English and Maths lessons in support of Catch Up targets.
- 1:1 Reading during Vertical Tutoring time.
- Support of English/Shakespeare live event.
- Small group reading circles.
- Small group or 1-2-1 language and phonics work.
- Specialist literacy provision in Years 7, through TA specialist support (Reading comprehension/Sentence structure).

- Accelerated Reader, helps promote reading whole school, improves literacy and encourages reading for pleasure. It works by testing students' comprehension once they have read a book, giving incentives as they progress. In order for the scheme to be effective students must read for a 20-minute period three times per week.
- Reading Roadshow – A programme of early intervention and support for year 6 students delivered by Retford Oaks Academy staff and students to local feeder schools.
- The continued use of Accelerated Reader to provide a structured and systematic approach to teaching literacy. It is used by more than a quarter of the UK's primary schools and is designed to create fluent readers, confident speakers and willing writers.
- MY MATHS, tool has been purchased to allow for On-Line Maths support within school and also as part of any parent-student intervention to take place at home.
- Year 5/6 Transition programme targeted at students who may find the transition to secondary school challenging. To include 'One to one' Tuition in both English and Maths for targeted pupil premium students. Summer School provides literacy/numeracy support for targeted Y6 students prior to joining the Academy
  - i) Communication, Language and Literacy
  - ii) Problem solving, Reasoning & Numeracy