

## 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.

New 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 since its inception in 2015/16 following analysis of our outcomes for disadvantaged students in subsequent years.

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, 26% 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 2019-20

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	£2300
Service Child - for each pupil aged 4 and over in year groups reception to year 11 who is either Ever 6 service child FTE or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme	£300

## Received by the Academy 2019-20

Estimated number of total students for which income is received is 26% of the Academy cohort.

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

Income	Pupil Numbers	Budget
Pupil Premium Funding	224	£209,440
LAC	11	£25,300
Catch Up	45	£22,500

## How we will use of 2019-20 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 English and Maths small withdrawal classes and Teaching Assistant support.	£60,000
Student Learning resources outside of school hours i.e. Saturday school.	Providing additional tuition outside literacy and numeracy, to support further academic studies such as revision guides, music and all other curriculum subjects.	£19,000
PP Voucher scheme	Provide all PP students and families access to PP Voucher scheme to support the purchase of school clothing, shoes, Support in curriculum areas i.e. D&T and trips.	£5000

Learning programmes to support PP	Programmes identified to support individual or group needs.	£15,500
Accessing External Providers	External learning experiences such as colleges for Construction and Hair and Beauty and external provision such as Good Apple and APE, FOCUS Centre.	£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	£5000
Year 7 nurture staffing and provision	Provide 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.	£5000
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 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
Tailored intervention plans for our 'Most Able' PP students	Staffing and sustained intervention for the 'Most Able' PP students	£1000

FSM Breakfast programme.	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 mealtime with their peer group in a calm and relaxed environment.	£8000.
Total		£174,500

## How we used our 2018-19 Pupil Premium Funding

Support	Intended Aims/Impact	Key Performance Indicators	Impact 3 levels of Progress	Cost
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.	7 Year 11 students and 5 year 10 students supported via External providers. All Year 11 students achieved 1 or more passes at grade 4 or above.	£15,000
Read write license renewal	Providing			£413
Accelerated reader				£3,000
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 students on personalised curriculum 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 students achieving grade 5-8 and 7 Hair and Beauty students achieved grade 5 passes. 0% FTE 5.2% , 4.93 below national.	£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. 5 year 11 students all achieving 8 GCSE's.	£6,250
Counselling services.	Ensure students emotional health and well-being are catered for.	Recorded evaluation of Counselling Impact.	Counselling services. An extensive range of support, both pastoral and academic offered to PP students to assist their progress from the PP	£5,000

			mentor, Heads of College and Progress Leaders. Fixed term exclusion levels remain well below National Average for PP students.	
Year 11 Progress manager.	Ensuring all students' progress is monitored tracked and supported through YEAR 11.	KS4 examination results. KS3, KS4 levels of progress.	Year 11 data set out below.	£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,	£700
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.	100% of CLA students engaged in 1to1 and small group work En/Ma. Functional Skills provision delivered at level 1 for 50% of LAC students successfully.	£52,000
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 3% of cohort 2% below national.	£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	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	£1,500



FSM Breakfast programme.	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 mealtime with their peer group in a calm and relaxed environment.	Behaviour data Attendance data. Achievement data.	FSM overall attendance rate of 92.28% exceeds Nat by 1.18%  FSM academic supported performance through the school year. Students attaining level 4 in En & Ma 56.0% a gap of 16.8% with non.  Grade 5 FSM achieved 30.4% non 28.4% a positive gap of 2%	£8,000
Easter break teaching and 1to1 staff support in non-teaching hours i.e. weekends pre-school for KS4 students.  1to1 staff support in non-teaching hours.	Support KS4 student's readiness for 2018-19 exams.	KS4 examination results.  English/Maths/Science  Feedback / Evaluation  1to1 staff support in non-teaching hours.	Easter School group  PP Easter School: Easter Revision Progress +0.2% Non 0.3%  PP Students attaining level 4 in En & Ma 36.7% Non 24.1 a gap of +12.6%.	£3,000
KS3 Staffing Nurture groups.	Provide a learning environment that is responsive to individual student's needs.		All nurture students successful transitioned into mainstream in year 8.	£11,000
Staff training.	CPD of Key staff to ensure they remain up to date and aware of all	Introduction of new staff CPD initiative to support	Staff attended courses, training and CPD in relation to PP students. 2018 progress data	£1000

	current initiatives and information is disseminated into school.	training and development of PP support.	suggest that these had a positive impact on student's progress and outcomes.	
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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.

### Year 11 end of Key Stage 4 progress indicators

	<b>Pupil Premium</b>	<b>Non-PP</b>	<b>Gap</b>
Number of pupils in Year 11	44 (33%)	86	
Average Progress 8 score per student	-0.3	0	0.3
Grade 5 or above in English and Maths	26.7	29.9%	3.2
Grade 5 or above (Level 2) GCSE in Maths	40	36.8	-3.2
Grade 4 or above (Level 2) GCSE in Maths	53.3%	67.8%	14.5
Grade 5 or above GCSE in English	42.2	54	11.8
Grade 4 or above (Level 2) GCSE in English	53.3	75.9	22.5
3 single sciences entered	31.1	26.4%	-4.7%
+ Grade 5 or above GCSE (or equiv.) Inc. En & Ma	24.4	26.4	2.0%
5+ Grade 1 or above GCSE (exc. equiv.)	97.8	93.1	-4.7

## **Catch Up Year 7**

### Catch-Up Premium Plans for 2019-20

#### **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 £16,00 for the academic year 2015/16

Retford Oaks Academy has been allocated £22,500 for the academic year 2018.

#### **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.
- Online English and Maths lessons in support of Catch Up targets.
- 1:1 Reading during Vertical Tutoring time.
- 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.
- Introduction of Read Write Inc 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.
- Introduction of the Maths Support Books - Power of 2. They teach all the mental maths required for the new Mathematics Curriculum, and through its use enables pupils to access the full maths curriculum. To be delivered at ACME via Peer Mentoring.
- 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
- A member of the English Faculty responsible for Literacy Primary Liaison. This role involves early intervention and summer reading programmes.
- A member of the Maths faculty is responsible for Numeracy Primary Liaison. This role involves working with our Level 3 primary students.