

James Brindley Academy

Pupil Premium Review Statement September 2017 to 31st August 2018

Introduction;

The Pupil Premium (PP) was introduced to provide additional funding for disadvantaged pupils. This funding is linked to individual pupils i.e. those that are eligible for free school meals (FSM, or have been at any time in the last 6 years), looked after children (LAC)* and those from families with parents in the armed forces.

The aim of the Pupil Premium is to raise the achievement of these pupils and '*diminish the difference*' between Pupil Premium pupils and non-Pupil Premium (nPP) pupils.

The amount of funding granted to James Brindley are;

- £1320 per primary pupil in 2017/2018
- £935 per secondary pupil 2017/2018
- £1,900 per pupil who has been in care but now adopted
- £300 per pupil to support emotional wellbeing of service children

Where are our Priorities?

Our data suggests, Pupil Premium pupils have lower school attendance, missing large periods of education, that many of our pupils need significant interventions with English and maths

- Involve all Heads of Curriculum, Teaching & Learning Leads and Centre Leaders in resource planning at sector level for targeted interventions
- Progress mentors to work on specific targeted interventions.
- Attendance Officers at key centres, where pupil premium pupils have low attendance
- 1-1 tuition and pre tutoring schemes for pupils
- Improving feedback between teachers and pupils
- Early intervention schemes
- Improving parental involvement across the school

****LAC pupils premium spending is accounted for in a separate report by the Academy Lead for LAC***

Pupil Premium Review 2017-18;

Income; Pupil Premium Income from the DFE £ 98,467.62
 *This report does not include LAC pupils who are reported separately
 **JBA does not currently receive PP funding for pupils who are dual registered

Pupil Premium Group	January Census 2018
Deprivation Premium	185
Service Children	0
Adopted From Care	0
TOTAL	185

Summary Expenditure;

Pupil Premium Use	Brief summary of the intervention or action including details of year groups and pupils involved, and timescale	Specific intended outcome: how will the intervention or Action improve achievement for PP pupils? What will it achieve if successful?	How the activity was monitored	Actual impact: What did the action or activity actually achieve?	Cost
Progress Mentors (Numeracy & Literacy)	To provide targeted intervention in Maths and English to PP pupils at Dovedale, Parkway and Northfield through regular 1:1 sessions	Increased progress in English and Maths where pupil is struggling	-Progress data -PM records -Activity records -Appraisal	Literacy: Improved reading ages for the majority of PP pupils across all centres. No decrease in the median difference between PP and nPP pupils gap. Numeracy: In some year groups at Northfield and Parkway the gap has been eliminated.	£78,636
Attendance Officer	To work with pupils and families to improve attendance of PP pupils at Dovedale	To increase attendance of PP pupils so that they access their full time legal entitlement to education and improve progress	Monitored by Assistant Principal	Increase in attendance for two out of the three identified year groups at Dovedale. No improvement in identified groups at Northfield and Parkway.	£17,619
BOM – Learning Maths through Art	After school workshops, facilitated by BOM – delivering maths through the use of art	Lower barriers and encourage pupils to engage with maths, through an alternative delivery method	Monitored by Director of Maths	Increased confidence and above expected progress for all pupils who attended	£1,310

Reading Books	Encouraging each pupil to chose their own book to order based on their interests	Improving engagement in reading and therefore literacy	Monitored by Director of English	Improved reading ages for almost all PP pupils	£258
Personal Equipment	Purchase of essential items to reduce barriers to school attendance	Reduction in barriers to school attendance caused by personal factors e.g. clothing not available, deodorant etc.	Monitored by Centre Leaders & Attendance Officers	Pupil was able to continue to attend school Pupil was able to engage in peer socialisation opportunity	£144
Transport	Access to education without waiting for BCC Travel Assist to arrange Facilitation of pupil accessing school where there are environmental factors preventing access	Immediate access to JBS educational provision – reducing pupil out of education by 3 weeks Attendance of pupils unable to access school without transport arrangements	Individual applications made and reviewed by SDM	Pupils were able to access education a number of weeks earlier, or sustain attendance in some cases	£1,251
Other Materials	Other miscellaneous materials tailored to pupil	To support access to lessons and engagement	Monitored by Centre Leaders	Pupil was able to continue to attend school	£31
End of Year Balance					-£742

Specific Outcomes linked to Pupil Premium Strategy 2017/18

NB: Values are compared as cohorts due to the transient nature of pupil year groups

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact
Dovedale Y8: gap of 6pts is reduced in English, by at least 2pts during the academic year, monitored through WAG collects and subsequent analysis	<ul style="list-style-type: none"> *Progress mentor to provide tailored interventions for PP pupils at Dovedale in literacy *increased focus on reading inside and outside of school *engagement of parents to support pupil reading at home *PP areas of interest to be targeted in available literacy resources *Identify new platforms for access to literacy approaches e.g. online software 	Literacy levels within Dovedale are significantly below age related expectations	<ul style="list-style-type: none"> *Ensure literacy is supported within all subject areas and any concerns flagged with progress mentor *Scheduled sessions to be timetabled by Dovedale Leadership with progress mentor *Attendance of pupils captured for sessions *Supervision of progress mentor to scrutinise work *Progress to be analysed every half-term through progress dashboard and WAG analysis *New resources to be identified through pupil choice e.g. book selection *parents evenings to highlight importance of supporting reading within the home *Signposting for parents regarding adult literacy *Source new online platforms which encourage engagement in literacy within the home e.g. Reading Eggs 	<ul style="list-style-type: none"> *All but one PP pupil has increased their reading age [improvement range 1 – 3 years]. *There remains a median gap of 6pts between PP and nPP WAGs. *only 29% PP pupils made expected progress in English, no PP pupils made above expected progress
Dovedale Y9: gap of 3pts is reduced in English by at least 2pts during the academic year, monitored through WAG collects and subsequent analysis				<ul style="list-style-type: none"> *All but one PP pupil has increased their reading age [improvement range 1 – 3 years]. *Median gap between PP pupils and nPP has increased from 3 to 6pts *one PP pupil made above expected progress, the remaining PP made below expected progress.
Dovedale Y10: gap of 9pts is reduced in English by at least 2pts during the academic year, monitored through WAG collects and subsequent analysis				<ul style="list-style-type: none"> *All PP pupils have increased their reading age [improvement range 2 – 5 years]. *Median gap between PP and nPP has increased from 9pts to 9.5pts. *two PP pupils made above expected progress, the remaining pupils made below expected progress.
Parkway Y10: gap of 2pts is eliminated in English during the academic year, monitored through WAG collects and subsequent analysis	<ul style="list-style-type: none"> *Progress mentor to provide tailored interventions for PP pupils at Parkway in English *Engagement in English to be improved 	Year 10 PP pupils at Parkway are working an average of 2pts below the average of non-PP pupils in English	<ul style="list-style-type: none"> * Ensure literacy is supported within all subject areas and any concerns flagged with progress mentor *Scheduled sessions to be timetabled by KS4 Leadership with progress mentor *Attendance of pupils captured for sessions *Supervision of progress mentor to scrutinise work *Progress to be analysed every half-term through progress dashboard and WAG analysis 	<ul style="list-style-type: none"> * There remains a gap of 2pts between PP and nPP WAGs. *32% PP pupils made above expected progress compared with 50% of nPP.

Dovedale Y8: gap of 8pts is reduced in Maths, by at least 2pts during the academic year, monitored through WAG collects and subsequent analysis	<p>*Progress mentor to provide tailored interventions for PP pupils at Parkway in maths</p> <p>*Engagement in maths to be improved</p>	Year 8 PP pupils at Dovedale are working an average of 8pts below the average of non-PP pupils in maths	<p>* Ensure numeracy is supported within all subject areas and any concerns flagged with progress mentor</p> <p>*Scheduled sessions to be timetabled by KS4 Leadership with progress mentor</p> <p>*Attendance of pupils captured for sessions</p> <p>*Supervision of progress mentor to scrutinise work</p> <p>*Progress to be analysed every half-term through progress dashboard and WAG analysis</p> <p>*Workshops accessing maths through art (provided by BOM) outside of the school day</p>	*The median gap between PP and nPP pupils has reduced by 2pts [8pts to 6pts]
Dovedale Y9: gap of 3pts is reduced in Maths, by at least 2pts during the academic year, monitored through WAG collects and subsequent analysis		Year 9 PP pupils at Dovedale are working an average of 3pts below the average of non-PP pupils in maths		*The median gap between PP and nPP pupils has been eliminated, resulting in PP being 3pts above nPP [-3pts to +3pts]
Dovedale Y10: gap of 14pts is reduced in Maths, by at least 2pts during the academic year, monitored through WAG collects and subsequent analysis		Year 10 PP pupils at Dovedale are working an average of 14pts below the average of non-PP pupils in maths		*The median gap between PP and nPP pupils has increased by 7pts [14pts to 21pts]
Dovedale Y11: gap of 4.5pts is reduced in Maths, by at least 2pts during the academic year, monitored through WAG collects and subsequent analysis		Year 11 PP pupils at Dovedale are working an average of 4.5pts below the average of non-PP pupils in maths		*The median gap between PP and nPP pupils has remained at 4.5pts.
Northfield Y8: gap of 3pts is reduced in Maths, by at least 2pts during the academic year, monitored through WAG collects and subsequent analysis		Year 8 PP pupils at Northfield are working an average of 3pts below the average of non-PP pupils in maths		*The median gap between PP and nPP pupils has been eliminated, resulting in PP being 3pts above nPP [-3pts to +3pts]
Northfield Y9: gap of 6.5pts is reduced in Maths, by at least 2pts during the academic year, monitored through WAG collects and subsequent analysis		Year 9 PP pupils at Northfield are working an average of 6.5pts below the average of non-PP pupils in maths		*The median gap between PP and nPP pupils has been eliminated, resulting in PP being 3pts above nPP [-6.5pts to +3pts]

<p>Attendance for PP pupils, at Dovedale, is significantly lower than nPP pupils in years 9, 10 and 11 (based on last academic year attendance).</p>	<p>Attendance officers to work with PP families to reduce barriers to school attendance and identify strategies which would improve/encourage pupils to attend</p>	<p>Attendance for year 9, 10 and 11 PP pupils at Dovedale increases significantly</p>	<ul style="list-style-type: none"> *Weekly attendance reports *SAFEs sheet analysis *Requests for resources, tailored to individual cases *Individual pupil attendance trackers 	<p>*Year 11 PP pupils have achieved over 95% attendance every half term, with overall yearly attendance of 97% (increase of 11%) - compared to 85% for nPP. *Year 10 PP pupils have seen a decrease in attendance from the previous year dropping to 69% from 75% - nPP have seen a decrease in attendance of 24% [96% to 72%]. *Year 9 PP pupils have seen a significant increase of 73% to 96% from the previous academic year (increase of 24%).</p>
<p>Attendance for PP pupils, within the teaching centres, is significantly lower than nPP pupils in year 10 (based on last academic year attendance – pupils were at Northfield, now at Parkway).</p>	<p>Attendance officers to work with PP families to reduce barriers to school attendance and identify strategies which would improve/encourage pupils to attend</p>	<p>Attendance for year 10 (2016/17 year 9) PP pupils at Parkway increases significantly</p>	<ul style="list-style-type: none"> *Weekly attendance reports *SAFEs sheet analysis *Requests for resources, tailored to individual cases *Individual pupil attendance trackers 	<p>*Year 10 PP pupils have seen a decrease from 64% to 73% (9%) from the previous academic year.</p>
<p>Attendance for PP pupils at Northfield is low in years 8 and 9 (based on last years attendance) this will have a significant impact on progress.</p>	<p>Attendance officers to work with PP families to reduce barriers to school attendance and identify strategies which would improve/encourage pupils to attend</p>	<p>Attendance for year 8 & 9 (2016/17 year 7 & 8) PP pupils at Northfield increases significantly</p>	<ul style="list-style-type: none"> *Weekly attendance reports *SAFEs sheet analysis *Requests for resources, tailored to individual cases *Individual pupil attendance trackers 	<p>*Attendance of PP pupils at NF in years 8 and 9 has increased from 61% to 65% (4%), compared to the previous academic year.</p>

Table 1: Post-16 Destinations

There is a slightly larger proportion of pupil premium pupils (20%) identified as NEET compared to non-pupil premium pupils (16%). Less pupil premium pupils are accessing specialist post-16 education (e.g. QAC) than non-pupil premium pupils.

Interventions need to be considered and identified for 2018/19 to support pupil premium pupils in accessing/preparing for post-16.

Post-16 Destination	Pupil Premium				Total	
	No		Yes			
Mainstream College/Sixth Form	20	64.5%	13	65.0%	33	64.7%
NEET	5	16.1%	4	20.0%	9	17.6%
Special	0	0.0%	1	5.0%	1	2.0%
Specialist	6	19.4%	2	10.0%	8	15.7%
Total	31		20		51	

Table 2a & 2b: Year 11 English and Maths Results

English Year 11 Results (2017/18 Sole Registered Pupils)
Represents English Language & Literature

Grade	PP		NonPP		Total	
8	1	2.2%	0	0.0%	1	1.4%
6	5	10.9%	3	12.5%	8	11.4%
5	2	4.3%	1	4.2%	3	4.3%
4	6	13.0%	1	4.2%	7	10.0%
3	7	15.2%	6	25.0%	13	18.6%
2	4	8.7%	2	8.3%	6	8.6%
1	2	4.3%	0	0.0%	2	2.9%
U	2	4.3%	0	0.0%	2	2.9%
L1P	0	0.0%	1	4.2%	1	1.4%
EL2	0	0.0%	1	4.2%	1	1.4%
No Result	17	37.0%	9	37.5%	26	37.1%
Total	46		24		70	

Maths Year 11 Results (2017/18 Sole Registered Pupils)

Grade	PP		NonPP		Total	
7	2	6.1%	0	0.0%	2	3.9%
6	1	3.0%	1	5.6%	2	3.9%
5	1	3.0%	1	5.6%	2	3.9%
4	8	24.2%	3	16.7%	11	21.6%
3	5	15.2%	0	0.0%	5	9.8%
2	3	9.1%	6	33.3%	9	17.6%
1	5	15.2%	3	16.7%	8	15.7%
U	4	12.1%	2	11.1%	6	11.8%
EL3	1	3.0%	0	0.0%	1	2.0%
No Result	3	9.1%	2	11.1%	5	9.8%
Total	33		18		51	

Where are the gaps now?

Maths 2017-18 Progress EP+

	Year	Pupil Premium			Non Pupil Premium			Median Difference
		Number	Expected Progress +	Median WAG	Number	Expected Progress +	Median WAG	
Dovedale	7	5	4 (80%)	19	8	7 (88%)	20.5	● -1.5
	8	7	6 (86%)	16	5	2 (40%)	22	● -6.0
	9	5	4 (80%)	31	7	1 (14%)	28	● 3.0
	10	8	0 (0%)	19	3	1 (33%)	40	● -21.0
Northfield	7	2	0 (0%)	9.5	1	0 (0%)	11	● -1.5
	8	11	6 (55%)	16	5	3 (60%)	13	● 3.0
	9	14	10 (71%)	25	15	9 (60%)	22	● 3.0
Parkway	10	40	30 (75%)	26.5	15	11 (73%)	31	● -4.5

Maths: Dovedale year groups (except year 9) have gaps between PP and nPP, a whole centre strategy would be preferential rather than targeting individual pupils. As there are only a small number of pupils in each year group at Dovedale, the median difference should be used as an indication of gap only.

- Year 8 (2017/18) Dovedale, median gap of 6 between PP and nPP
- Year 10 (2017/18) Dovedale, median gap of 21 between PP and nPP
- Year 10 (2017/18) Parkway, median gap of 4.5 between PP and nPP

English 2017-18 Progress EP+

	Year	Pupil Premium			Non Pupil Premium			Median Difference
		Number	Expected Progress +	Median WAG	Number	Expected Progress +	Median WAG	
Dovedale	7	5	4 (80%)	28	8	4 (50%)	28	● 0.0
	8	7	2 (29%)	22	5	2 (40%)	28	● -6.0
	9	5	1 (20%)	31	7	4 (57%)	37	● -6.0
	10	7	2 (29%)	26.5	3	1 (33%)	36	● -9.5
Northfield	7	2	0 (0%)	9.5	1	0 (0%)	-	Data Unavailable
	8	9	4 (44%)	25	5	2 (40%)	25	● 0.0
	9	13	5 (38%)	12	12	6 (50%)	28	● -16.0
Parkway	10	36	14 (39%)	36	16	10 (63%)	35	● 1.0

English: All but one of Dovedale year groups all have gaps between PP and nPP, a whole centre strategy would be preferential rather than targeting individual pupils. As there are only a small number of pupils in each year group at Dovedale, the median difference should be used as an indication of gap only.

- Year 8 (2017/18) Dovedale, median gap of 6 between PP and nPP
- Year 9 (2017/18) Dovedale, median gap of 6 between PP and nPP
- Year 10 (2017/18) Dovedale, median gap of 9.5 between PP and nPP
- Year 9 (2017/18) Northfield (now year 10 Parkway), median gap of 16 between PP and nPP

Please note that these figures represent in year progress for 2017/18 for the point at which they entered if they were not there from the start of the academic year.

Attendance: Difference between PP and nPP pupils associated with attendance is highly likely to lead to sustained if not increasing gaps in attainment. A key area for centres to address is the attendance of PP pupils.

Additional comments

Removing barriers to learning;

- We are working towards raising the quality of teaching and learning across the school
- Low literacy and numeracy levels are being targeted more effectively
- The school is working closely with parents to increase engagement
- Poor attendance is being addressed through robust systems and staff challenge, working partnership with other professionals
- Providing access to school through funded transport to bridge the delay due to local authority provision timeframes
- Addressing narrow experience of life outside school with enrichment opportunities

