



Diminishing th Differences through the Pupil Premium and Year 7 Catch-up Funding at Looe Community Academy - Outcomes for 2016/17 and Plans for 2017/18

Key priority

To close the disadvantage gap by addressing inequalities and raising the attainment of those students qualifying for Pupil Premium or Year 7 Catch-up Premium.

Background - Pupil Premium

The government provides the Pupil Premium in addition to the Academy's main funding, with the express aim of addressing the underlying inequalities between certain students and their peers by targeting funding to tackle disadvantage for those students that need it the most.

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with students who have been registered for free school meals (FSM) at any point in the last six years (known as 'Ever 6 FSM'). Additionally, we receive funding for children of service personnel and children who have either been looked after by the Local Authority, adopted from care or are under special guardianship.

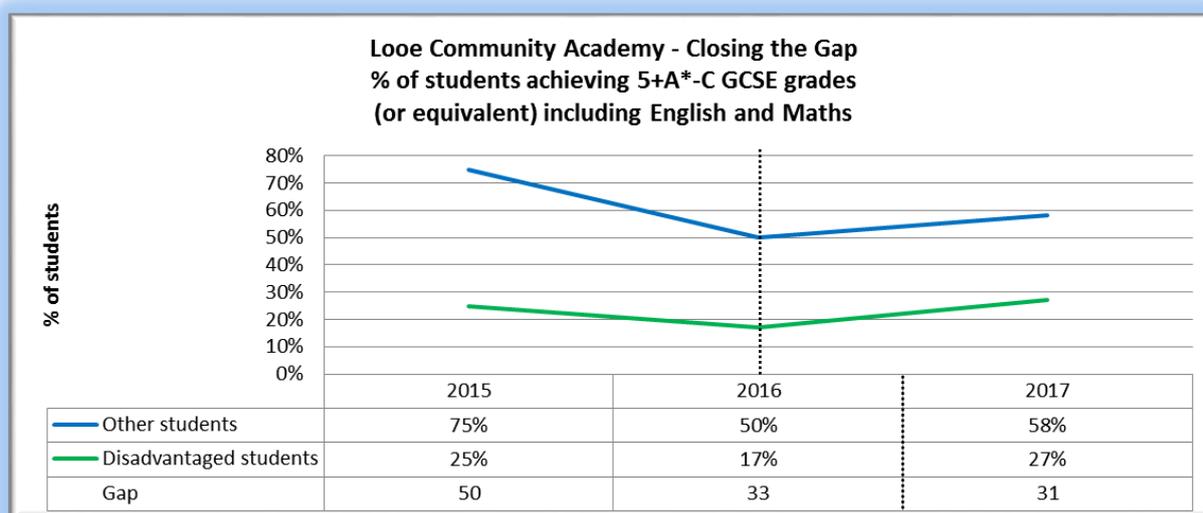
Background - Year 7 Catch-up Premium

Additional funding is received for students that fail to attain Level 4 in either English or Maths at the end of Key Stage 2.

Our journey to diminish differences at Looe Community Academy

While over time most students have achieved better outcomes under the Pupil Premium initiative from the Academy's starting point in 2011, the rate of improvement for disadvantaged students had been more rapid due to the support and intervention strategies that the additional funding enables. In the first 3 years the gap had narrowed significantly, however there was a significant dip in 2015 outcomes as other students continued the upward trend of year on year improvement, but disadvantaged students did not perform as well as our interventions had enabled them to in previous years. In 2015/16, the cohort were significantly lower in attainment on entry in Year 7 and did not attain as well as the previous year, but the in-school gap reduced. The 2016/17 equivalent results show a continued reduction in gap and rise in attainment.

	2014/15		2015/16		2016/17	
	Disadvantaged students	Other students	Disadvantaged students	Other students	Disadvantaged students	Other students
Number of students	27	81	24	86	30	69
% of students	25%	75%	22%	78%	30%	70%



Given that the difference within the Academy is still evident, we will move to an accountability model this year.

How our Premium Funding was spent

All schools are required to report on the amount of Premium funding received and how it is used. Please see our Freedom of Information page to look back at previous years. Our funding for 2016/17 was £125,300 for Pupil Premium and £9,500 for Year 7 Catch-up Premium.

Expenditure in Academic Year 2016/17

The Academy's Pupil Premium and Year 7 Catch-up Premium spending decisions are based on local information as well as research findings, including the Sutton Trust Teaching and Learning toolkit.

Pupil Premium Provision 2016- 2017 Impact Report

To close the achievement and progress gap in English			
Strategies	Why?	Resources	Impact
Use of additional member of staff to lead focussed English intervention for targeted pupil premium students	<i>Sutton Trust reports impact to be: Effective feedback +8 months, one-to-one tuition +5 months, reducing class size +3 months.</i>	WWA/SCL	<p>English</p> <p>Year 11</p> <p>Increase in Pupil Premium Progress 8 measure: 2016 = -0.59 2017 = -0.38</p> <p>Year 7 Progress</p> <p>Increase in Pupil Premium progress from 27% to 55% from Autumn 1 to Summer 1</p> <p>Year 8 Progress</p> <p>Increase in Pupil Premium progress from 18% to 77% from Autumn 1 to Summer 1</p> <p>Positive impact not seen in Years 10 and Year 9 Recruitment and retention issues around staffing meant priority was given to Year 11 PP students and Year 7 and 8 PP students to ensure they were secondary ready</p>
<p>Maths</p> <p>Use of additional member of staff to lead:</p> <ul style="list-style-type: none"> • 1-1 intervention • Group intervention • In class support 	<i>Sutton Trust reports impact to be: Effective feedback +8 months, one-to-one tuition +5 months, reducing class size +3 months.</i>	SDI	Increase in PP Level 5 or above from Autumn 1 to final result

To close the gap by removing literacy barriers			
Strategies	Why?	Resources	Impact
Continue literacy intervention programme "Lexia".	<i>Sutton Trust reports impact to be: Reading Comprehensive strategies +5 months</i>	Lexia License KCH and JKE time daily	<ul style="list-style-type: none"> Year 7 72% of students reading ages increased by between 6 and 33 months Year 8 43% students reading ages increased by between 4 and 24 months Impact seen more in Year 7. Larger year 7 cohort in future <p><i>See Pupil Premium Lexia report for additional information</i></p>
Continuation of the reading recovery programme Read Write Inc.	<i>Sutton Trust reports impact to be: Phonics +4 months, small group tuition +4 months</i> <i>"Reading is well promoted across the academy. Weaker readers are well supported, including by capable teaching assistants. This helps them to catch up quickly and access the full range of subjects. In most cases, literacy and numeracy skills are well promoted across the curriculum, as well as in discrete English and mathematics lessons." (Ofsted July 2015)</i>	RHO Training costs and resources	<ul style="list-style-type: none"> Reading ages have increased for all. As an example, one student (progressed from a reading age of 7 yrs. and 5 months to 12 years and 10 months in one year) <p><i>See English PP report for additional information</i></p>
Introduce 'Accelerated Reader' across the academy	<i>Sutton Trust reports impact to be: Reading Comprehensive strategies +5 months</i>	MKY time AR set up	<ul style="list-style-type: none"> Impact to be measured next year
Whole school drive on "Everyone a teacher of English" <ul style="list-style-type: none"> DEAR time INSET/CPD programme 		KJA EHA TLR Dear time Dear books INSET X6	<ul style="list-style-type: none"> Increase in reading ages Profile of reading raised – student voice indicates a grow in the love of reading

To ensure teaching is consistently good across the academy			
Strategies	Why?	Resources	Impact
SLT position with a focus on Teaching and Learning <ul style="list-style-type: none"> Personalised CPD programme Coaching programme Use of IRIS Investment in NPQL programme Fortnightly focus Peer observation 	<i>Sutton Trust reports impact to be: Effective feedback +8 months</i> <i>“Teaching is consistently good and improving across the academy; this is enabling all groups of students to achieve well over time.” (Ofsted July 2015)</i>		<ul style="list-style-type: none"> Sustained and improved good and outstanding lessons as shown by increased Progress 8 and Basics Measure outcomes (see Page 2) from 0.13 to 0.23 See Teaching and Learning reports for additional information

To close the gap by removing barriers to learning			
Strategies	Why?	Resources	Impact
Remove known barriers to learning <ul style="list-style-type: none"> Provide a free breakfast club for Pupil Premium students Create personalised organisation plans for PP students when required Support PP students through “meet and greet” each morning Uniform, equipment and resources Support students to access ICT 	<i>“The academy focuses on the different needs of individuals that comprise this group, not assuming that ‘one size fits all.’ (Ofsted July 2015)</i>	Pupil Premium Achievement Advocate	<ul style="list-style-type: none"> Students are ready to learn Improvement in attendance from 93.1 (15/16) to 93.6 (16/17) Less detentions for homework Less internal and external exclusions (S7 and S8) Improved parental engagement Positive parent and student voice. Parents feel “less anxious” about funding and feel “supported by the school” Student’s attitude to learning and after school intervention opportunities has improved Improvement in attendance to key revision sessions

<ul style="list-style-type: none"> • Provide lunch and after school homework club • Support for Enrichment activities • Transport support for after school activity 			<p><i>See Pupil Premium advocate reports for additional information</i></p>
<p>Invest in the provision of pastoral and emotional support Family Support Manager, Part time Pastoral Mentor, Part time emotional and wellbeing advocate</p> <ul style="list-style-type: none"> • Targeted support • Support within the family • Signposting to other agencies • Referrals to other agencies • Multi agency working 	<p><i>Sutton Trust reports impact to be: Behaviour Intervention +4 months, parental involvement +3 months, mentoring +3 months</i> <i>“The academy can demonstrate notable success in helping those students with known behavioural difficulties to adapt well to academy life and find success there. Well-trained specialist staff, in addition to teachers and leaders, liaise well with parents and other outside agencies. They coordinate support especially well for students whose circumstances render them vulnerable” (Ofsted July 2015)</i></p>	<p>JRI, TSA,JLE,</p>	<p>Impact can be seen in individual reports from practitioners. Outcomes include:</p> <ul style="list-style-type: none"> • Improvement in attendance from 93.1 (15/16) to 93.6 (16/17) • Improvement in behaviour • Successful transition from primary school • Raise in self esteem • Repaired peer relationships • Repaired family relationship • Use of anger management strategies • Raise in motivation • Rise in parental engagement • Support received from external agencies • Thrive strategies shared with staff and used with key students • Thrive assessments show impact • Decrease in number of students leaving the classroom <p><i>Confidential case studies show impact further</i></p>
<p>Remove aspiration barrier to learning</p> <p>Continue the Academy’s "Be the Best You can Be!" programme aimed at raising aspirations of learners.</p>	<p><i>Sutton Trust reports impact to be: Aspirational interventions +2 months</i> <i>“Students’ personal development is extremely well promoted. They are successfully encouraged to aim high and to raise their expectations. Combined</i></p>		<ul style="list-style-type: none"> • Student voice interviews suggest the visit from Olympian (Michaela Breeze) had a positive impact on students’ aspirations. Many students use her motto of “no limits”. • One Pupil Premium student stated that it was because of Michaela’s visit that he was going to re-take his Maths exam, despite already

	<p><i>with their good achievement, this enables students to be well prepared for the next stage of their education.”</i> <i>(Ofsted July 2015)</i></p>		<p>having a grade B, he was inspired to push himself for more.</p> <ul style="list-style-type: none">• Student voice suggests student engagement and enjoyment in the project, with Year 7 students aiming high.
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Action planning for Pupil Premium and Year 7 Catch-up Premium 2017/18

The Department for Education estimates that the Pupil Premium funding for the current academic year at Looe Community Academy will be about £116,500, based on the following allocations per Pupil Premium student: Students recorded as Ever6 FSM - £935; Students being looked-after, adopted from care or subject to a special guardianship order - £1,900; Service Children - £300. Year 7 Catch-up Premium is set at last year's level of £9,500.

The Academy will continue to use local and national research, along with impact evaluations, to plan future spending. Our additional premiums will be used this academic year to continue successful initiatives:

- additional staffing capacity in Maths and English
- literacy intervention programme "Lexia"
- reading recovery programme Read Write Inc.
- implementation of 'Accelerated Reader'
- whole school drive on "Everyone a teacher of English"
- SLT position with a focus on Teaching and Learning
- remove known barriers to learning – Pupil Premium Advocate
- invest in the provision of pastoral and emotional support
- remove aspiration barrier to learning

Additionally the Academy will support the following new strategies:

- introduce an accountability framework through Performance Management
- introduce Monitoring Evaluation Review calendar
- directed time allocation for pupil premium focussed data discussion
- additional homework support for repeat offenders

How we spend our Pupil Premium (£K)

	FY16/17	estimate FY17/18
Accelerated Reader	0.8	1.8
Enrichment	5	5
Breakfast Club/Special Circumstances	5	5
Homework	1	1
Leadership	15	15
Lexia	2	2
Pastoral and Emotional Support	11	4
Raising Aspirations Programme	1.5	1.5
Staff	84.5	84.5
Total Expenditure	125.8	119.8
Funding	125.3	116.5

How we spend our Year 7 Catch-up Premium (£K)

	FY16/17	estimate FY17/18
Read Write Inc Programme	0.5	0.5
Support Staff	1	1
Teaching Staff	8	8
Total Expenditure	9.5	9.5
Funding	9.5	9.5