



Closing the Gap through the Pupil Premium and Year 7 Catch-up Funding at Looe Community Academy - Outcomes for 2015/16 and Plans for 2016/17

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.

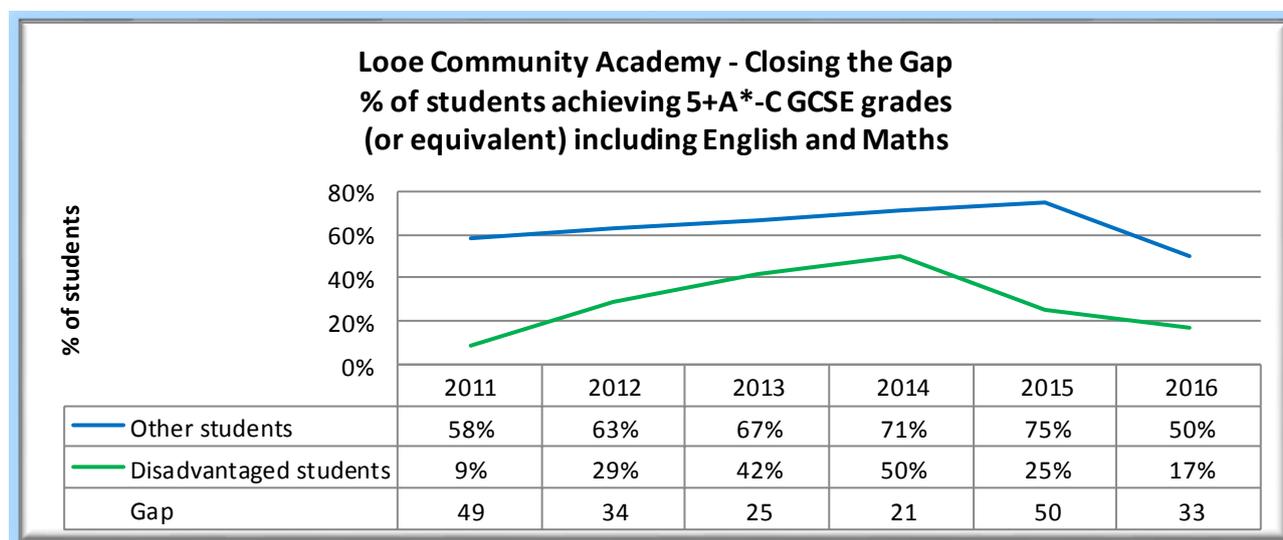
Background - Year 7 Catch-up Premium

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 narrow the gap at Looe Community Academy

While over time all 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 2014/15 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, this cohort which were significantly lower in attainment on entry in Year 7, did not attain as well as the previous year, but the in-school gap reduced.

	2011/12		2012/13		2013/14		2014/15		2015/16	
	Disadvantaged students	Other students								
Number of students	17	105	24	96	20	106	27	81	24	86
% of students	14%	86%	20%	80%	16%	84%	25%	75%	22%	78%



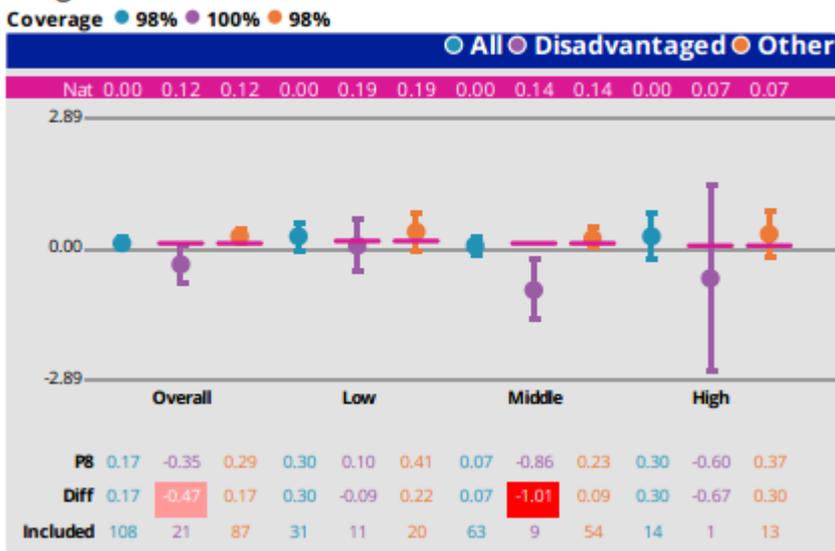
Overall Progress 8 (new measure introduced 2016)

In each group, data is shown overall and for pupils with low, middle and high prior attainment. National progress scores for all pupils are zero; other national figures are shown by horizontal bars. For progress, statistically significant differences from national are shaded.



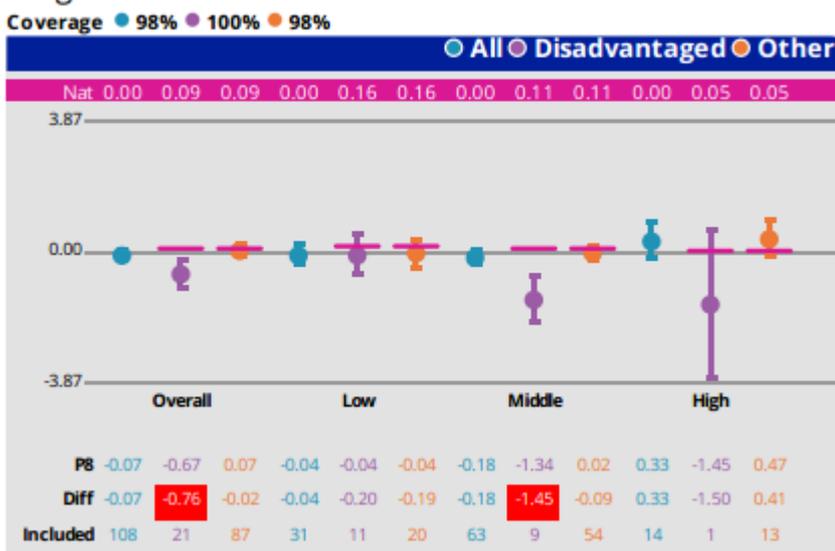
All Subjects: Comparing the progress of disadvantaged students with disadvantaged students nationally the overall progress is significantly less than average. This is due to 9 pupils with middle prior attainment. The remaining disadvantaged students' progress was similar to national.

Progress 8



English Progress: Comparing the progress of all disadvantaged students with disadvantaged students nationally the overall progress is significantly less than average. This is due to 9 pupils with middle prior attainment. The remaining disadvantaged students' progress was similar to national.

Progress 8



lessons. *Sutton Trust reports impact to be: Mastery learning +5 months, Meta cognition and self-regulation +8 months*

- was invested in the provision of pastoral and emotional support. This included utilising a Family Support Manager, a part time Dramatherapist and a part time Pastoral Mentor. This enabled students and their parents/carers to better cope with home and educational issues and therefore focus on maximising their learning. *Sutton Trust reports impact to be: Behaviour Intervention +4 months, parental involvement +3 months, mentoring +3 months*
- enabled us to take part in the pilot “Headstart” programme focusing on Emotional Resilience, and contribute to the appointment of an Achievement Advocate for Emotional Resilience. *Sutton Trust reports impact to be: Meta Cognition and Self-Regulation +8, Behaviour Intervention +4, Social and Emotional learning +4*
- was invested in training 3 additional staff in the “Thrive” approach in order to lead an in-house support approach that builds emotional resilience and encourages mental well-being. This approach will decrease the risk of mental illness, reinvigorate the learning provision and help those young people who are at risk of underachieving or exclusion to stay in school and re-engage with learning. *Sutton Trust reports impact to be: Behaviour Intervention +4 months, mentoring +3 months*
- increased access to the Read, Write, Inc programme for students with “below chronological age” reading age. *Sutton Trust reports impact to be: Phonics +4 months, Reading comprehensive strategies + 5 months, small group tuition +4 months*
- contributed to the Academy’s “Be the Best You can Be!” programme aimed at raising aspirations of learners. *Sutton Trust reports impact to be: Aspirational interventions +2 months*
- supported Pupil Premium students who do not have access to ICT. *Sutton Trust reports impact to be: ICT +4 months*
- ensured challenging provision for our gifted and talented Pupil Premium students.
- was allocated to a “special circumstances” fund in order to ensure vulnerable Pupil Premium students were ready to learn and provided with the same opportunity as other students for stimulating educational experiences. Examples of expenditure include buying school uniform, funding breakfasts, subsidising trips/visits and taxi fares to ensure participation in extra-curricular activity and attendance in examinations.
- extended the range of enrichment activities focussing on Pupil Premium students.

Action planning for Pupil Premium and Year 7 Catch-up Premium 2016/17

The Department for Education estimates that the Pupil Premium funding for the current academic year at Looe Community Academy will be about £125,000, 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 - £1900; Service Children - £300.

Year 7 Catch-up Premium is set at last year’s level of £9,000.

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** *Sutton Trust reports impact to be: Effective feedback +8 months, one-to-one tuition= +5 months, reducing class size +3 months*
Because last year: the expected progress for Year 11 in Maths between pupil premium pupils and non-pupil premium students was good and has worked in English previously.
- **Restructure SLT with a focus on Teaching and Learning** *Sutton Trust reports impact to be: Effective feedback +8 months*
Because last year: judgements of good teaching were maintained or improved as 49% of staff consistently show outstanding elements compared to 16% at start of year.

“Teaching is consistently good and improving across the academy; this is enabling all groups of students to achieve well over time.” (Ofsted July 2015)

- **Achievement Advocate appointment to focus on progress and wellbeing of students supported by Pupil Premium funding** *Sutton Trust reports impact to be: Parental Involvement +3 months, Mentoring +1 month*
Because last year: increased knowledge of students allowed personalised programmes of support to be put in place with students central to identifying their needs
“The academy focuses on the different needs of individuals that comprise this group, not assuming that ‘one size fits all.’ (Ofsted July 2015)
- **Better identification of gaps in knowledge, skills and understanding of pupil premium learners through closer analysis of their achievement in learning objectives and success criteria in lessons.** *Sutton Trust reports impact to be: Mastery learning +5 months, Meta cognition and self-regulation +8 months*
Because last year: increased knowledge of students allowed personalised programmes of support to be put in place with students central to identifying their needs
“The academy focuses on the different needs of individuals that comprise this group, not assuming that ‘one size fits all.’ (Ofsted July 2015)
- **Continuation of the reading recovery programme Read Write Inc** *Sutton Trust reports impact to be: Phonics +4 months, small group tuition +4 months*
Because last year: the average impact for Pupil Premium students over a 6 months period was an increase in reading ages by 1 year and 10 months
Individual case studies show 2 particular successes achieving an increase of 2 years and 10 months in a 6 month period
“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)
- **Investment in the provision of pastoral and emotional support and support the “Headstart” Pilot** *Sutton Trust reports impact to be: Behaviour Intervention +4 months, parental involvement +3 months, mentoring +3 months*
Because last year:
This enabled students and their parents/carers to better cope with home and educational issues and therefore focus on maximising their learning.
This enabled students and their parents/carers to better cope with home and educational issues and therefore focus on maximising their learning. Attendance improved for 85% of Year 11 pupil premium students. Decrease in self-harm.
“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)
- **Investment in the Training 3 additional staff in the “Thrive” approach in order to lead an in-house support approach that builds emotional resilience and encourages mental well-being. This approach will decrease the risk of mental illness, reinvigorate the learning provision and help those young people who are at risk of underachieving or exclusion to stay in school and re-engage with learning.** *Sutton Trust reports impact to be: Behaviour Intervention +4 months, mentoring +3 months*
Because last year: case studies show improvements in levels of emotional development, attendance and Behaviour for Learning
Whole school screening has enabled staff to integrate strategies to increase emotional resilience into lessons

- **Invest in the provision of pastoral and emotional support.** This includes utilising a Family Support Manager, a part time Headstart practitioner, part time Pastoral Mentor and other external agencies. This enabled students and their parents/carers to better cope with home and educational issues and therefore focus on maximising their learning. *Sutton Trust reports impact to be: Behaviour Intervention +4 months, parental involvement +3 months, mentoring +3 months*
Because last year: case studies show improvements in Attendance and Behaviour for Learning
- **Allocation of a “special circumstances” fund in order to ensure vulnerable Pupil Premium**
Because last year: barriers to learning were removed with students ready to learn
Equal opportunities for stimulating educational experiences were available for all
- **Continue the Academy’s “Be the Best You can Be!” programme** aimed at raising aspirations of learners. *Sutton Trust reports impact to be: Aspirational interventions +2 months*
Because last year:
“Students’ personal development is extremely well promoted. They are successfully encouraged to aim high and to raise their expectations. Combined with their good achievement, this enables students to be well prepared for the next stage of their education.” (Ofsted July 2015)

Additionally the Academy will support the following new strategies:

- Introduce ‘Accelerated Reader’ across the academy *Sutton Trust reports impact to be: Reading Comprehensive strategies +5 months*
- Invest in leadership and training with focus on “Everyone a teacher of English” *Sutton Trust reports impact to be: Reading Comprehensive strategies +5 months*
- Continue literacy intervention programme “Lexia”. *Sutton Trust reports impact to be: Reading Comprehensive strategies +5 months*

How we spend our Pupil Premium

	FY12/13	FY13/14	FY14/15	FY15/16	estimate FY16/17
Communication	500	500			
Enrichment	7,916	8,666	13,250	4,936	5,000
Special Circumstances Fund	165	2,025		3,647	4,000
Homework		5,953			
Leadership	4,667	14,000	15,000	15,000	15,000
Pastoral and Emotional Support			17,667	14,000	14,000
Raising Aspirations Programme	2,440	2,440	2,500	2,500	1,500
Staff	81,855	97,816	78,833	81,667	85,500
Total Expenditure	97,543	131,400	127,250	121,750	125,000
Funding	96,955	120,900	125,600	121,750	125,000

How we spend our Year 7 Catch-up Premium

	FY12/13	FY13/14	FY14/15	FY15/16	estimate FY16/17
Maths Tutor	18,000	11,500	11,000	8,500	8,500
Read Write Inc Programme	500	500	500	500	500
Support Staff	1,000	1,000	1,000	1,000	1,000
Total Expenditure	19,500	13,000	12,500	10,000	10,000
Funding	19,500	13,000	12,500	9,000	9,000