

Proposed spend of Pupil Premium and Catch-Up Premium – 2016-17

The **Pupil Premium** provides funding for pupils:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£935 per child)
- who have been continuously looked after for the past six months (£1,900 per child)
- who are adopted from care under Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order (£1,900)
- for children whose parents are currently serving in the armed forces or who was eligible for the service child premium in any of the previous 4 years, or whose parent /guardian is in receipt of a pension from the MoD (£300 per child)

The Pupil Premium grant provides funding for two policies:

- raising the attainment of disadvantaged pupils and closing the gap with their peers
- supporting children and young people with parents in the regular armed forces

The Kingsway Academy is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic outcomes.

This document details the proposed spend of the Pupil Premium 2016-17.

Pupil Premium 2016 – 2017 £235,153

Catch Up Premium for Maths & English £8000 (details of spend for Catch-Up Premium at the end of the plan)

The four key objectives:

1. Attainment:, raising the attainment of all Pupil Premium students and ensuring that they exceed floor standards
2. Attendance: Ensure gap between PP and Non PP student attendance is narrowed and that PP attendance is moving towards national comparators
3. Literacy (reading) a three year programme starting with year 7 & 8
4. Progress of PP students in years 7 & 9

(*PP – referring to any student in receipt of Free School Meals in the past 6 years)

Key Objective 1: Attainment, raising the attainment of all Pupil Premium students and ensuring that they exceed floor standards

- **Narrow the gap in Year 11 progress in mathematics whilst promoting whole cohort progress**
- **Narrow the gap in Year 11 progress all subjects whilst promoting whole cohort progress**
- **Narrow gap in all PP versus NPP KPI indicators in all years whilst promoting whole cohort progress**

Action : Create Year 11 progress team who will identify and support all PP students

Rationale :

Tracking throughout the Academy is key to driving interventions and reducing in school variation where possible.

A key team will drive expectations of engagement, effort and achievement with each year cohort. They will liaise with other senior leaders to target actions to ensure success and high levels of progress for the PP cohort

Dates	Lead	Monitoring and Evaluation	EEF & COST	Success Criteria
Sept. 2016	R J Stead	Block tracking documentation showing progress against non PP Intervention strategies	Average impact: + 1 additional months. Relative cost £ £ Additional staff time Resources £1000	Narrowing of gaps in PP vs NPP for all programmes of study.

Action: Behaviour interventions

Rationale: Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.

1. Universal programmes which seek to improve behaviour and generally take place in the classroom;
2. More specialised programmes which are targeted at students with either behavioural issues or behaviour and academic problems;
3. School level approaches to developing a positive school ethos or improving discipline which also aim to support greater engagement in learning.

Dates	Lead	Monitoring and Evaluation	EEF & COST	Success Criteria
Sept. 2016	P Mathieson	Behaviour logs Improvement in data tracking	Average impact: + 4 additional months. Relative cost £ £ £ Additional staff time	A reduction in the attainment gap between PP and non PP students, measured from Sept. 2016 to July 2017

Action: Homework strategy (New policy and raised expectations)

Rationale: Home learning refers to tasks given to students to be completed outside of lessons. Common activities may be reading or preparing for work to be done in class, or practising and completing tasks or activities already taught or started in lessons, but it may include more extended activities to develop inquiry skills or more directed and focused work such as revision for exams.

From research, the impact of Home learning on learning is consistently positive (leading to on average five months' additional progress). However, how Home learning is set is very important.

There is some evidence that Home learning is most effective when used as a short and focused intervention (e.g. in the form of a project or specific target connected with a particular element of learning) with some exceptional studies showing up to eight months' positive impact on attainment. Evidence also suggests that how Home learning relates to learning during normal school time is important. In the most effective examples Home learning was an integral part of learning, rather than an add-on. To maximise impact, it is also appears to be important that students are provided with high quality feedback on their work

Dates	Lead	Monitoring and Evaluation	EEF & COST	Success Criteria
September 2016	E Dickinson	Student Voice Planning analysis Planners analysis Lesson observations Home learning Club	Home learning club Homework (Secondary) Average impact: + 5 additional months. Relative cost £ Additional staff time Home Learning books £5,000 Planners £5,000	A reduction in the attainment gap between PP and non PP students, measured from Sept. 2016 to July 2017

Key Objective 2: Attendance: Ensure gap between PP and Non PP student attendance is narrowed and that PP attendance is moving towards national comparators

Action: Promote student motivation to attend school by use of financial rewards

Rationale: Good attendance helps students succeed in school and bolster their self-esteem. Improving attendance requires a comprehensive approach that goes beyond sanctions and includes incentives.

Attendance incentives are most effective when part of a comprehensive approach that includes outreach to families with more significant challenges to attendance. Incentives should be part of creating a school-wide culture and emphasis on attendance and accompanied by a deep commitment to ensuring students are engaged in the classroom once they show up.

- Incentives don't need to be costly. Simple rewards—recognition from peers and the school through certificates or assemblies,
- Interclass competition is a powerful motivator. The sense of competition between classes can be a powerful motivator. Such strategies encourage students to feel accountable to each other for attending class.
- Avoid recognizing only perfect attendance. Perfect attendance is not always the goal since it is not wise to encourage children to come to school when they're sick. Students should be rewarded for improved attendance, not just perfect records. Offering weekly perfect attendance awards can allow students to still have a chance to succeed the next week if they are absent.
- Reward punctuality not just showing up to school. Since tardiness also has an adverse impact on learning, many schools only count on-time attendance toward rewards.
- Send home information highlighting both the value of attendance and incentives and the consequences of poor attendance. Ensure families know about the incentive programme, why school attendance matters for academic success and understand school policies about when poor attendance can result in failing a course or being retained. Sanctions should never be used without incentives.
- Implement incentives school wide. To fostering a culture of attendance, every classroom needs to participate!!

Dates	Lead	Monitoring and Evaluation	EEF & COST	Success Criteria
October 2016	P Mathieson	Attendance of PP vs NPP monitored for gap closing every week	£26,000 Cost of trips and free Prom tickets for year 11 Vivos	PP vs NPP attendance and punctuality gap is narrowed in each successive data set

Action : Create positive culture of attendance

Rationale : Attendance Incentives

Attendance policy and programming, coupled with school climate and increased academic performance, offers a unique opportunity to engage the entire school community – parents, staff, students, and community members – in a process that will build upon the strengths of all concerned. Maintenance of high attendance rates depends upon incentives and sanctions.

Teachers

1. Positive comment to child from teacher about their good attendance
2. A note home to parents in Student planner
3. Extra time enrichment activities
4. "Free" homework pass
5. Submit student's name to school morning show for special recognition throughout school
6. Food voucher
7. Pencils, pens, stickers, posters, book covers, book marks, etc.
8. Team certificate for the best record or most improved record within a time period
9. Name on the "Attendance Wall" in the classroom

Wider school

1. Special school recognition during morning announcements
2. Certificate/award at house/year assembly
3. Breakfast/lunch with the principal,
4. School supplies (i.e. pencil with school logo on it)
5. Food Voucher
6. Food gift certificate ASDA etc
7. Ice cream/pizza party for class with highest attendance average
8. Earn rewards to buy from the school rewards programme
9. Student's name on school-wide attendance wall
10. Larger incentives for most improved attendance for entire year (bicycle, I-Pod, DVD player)
11. Traveling trophy for each year group tutor room with highest attendance each month
12. Attendance dance
13. Attendance t-shirts/hats/badges
14. Age-appropriate rewards, developed with family/community assistance, for most improved
15. Choice of community-donated product (tickets to event, movies, etc., meeting/photo op with some local, dignitary, gift certificate)
16. Monetary award at the end of the year as part of proms

- 17. Student with improved attendance gets to act as teacher's assistant
- 18. Mentoring of younger student with attendance issues by an older student who has high attendance
- 19. Student gets to shadow the principal for a morning or afternoon
- 20. Conduct a poster contest, display them and vote for one to be reproduced for distribution

Dates	Lead	Monitoring and Evaluation	EEF & COST	Success Criteria
September 2016	P Mathieson	Attendance of PP vs NPP monitored for gap closing every week	Additional attendance officer £20,000 Resources	PP vs NPP attendance and punctuality gap is narrowed in each successive data set

Action: Appoint Trust EWO

Rationale:

Need to intervene more effectively with complex needs of academy students to allow facilitation of key work with Progress leaders on day to day basis. First day absence calls to parents for all year groups, second day absence visits to all parents. Creation of PA lists and monitoring of all attendance patterns. Implementation of EWO support and sanctions for parents supporting absence.

Dates	Lead	Monitoring and Evaluation	EEF & COST	Success Criteria
September 2016	P Mathieson	Attendance of PP vs NPP monitored for gap closing every week	Additional staff time	PP vs NPP attendance and punctuality gap is narrowed in each successive data set

Key Objective 3: Literacy (reading) a three year programme starting with year 7

Action: Implement Phonics intervention strategy with year 7 and 8 using Lexia

Rationale:

Phonics is an approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using phonemes or sound patterns in English. The aim is to teach learners the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.

Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), and effective phonics techniques need to be embedded in a rich literacy environment for readers and are only one part of a successful literacy strategy.

Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of others), suggesting that expertise is a key component of successful teaching of early reading.

Dates	Lead	Monitoring and Evaluation	EEF & COST	Success Criteria
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Average impact: + 5 additional months.

Relative cost £

Additional staff time

Action: Implement reading comprehension strategies with year 7 and 8 using various reading programmes

Rationale:

Reading comprehension approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves

On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.

Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge. Many of the approaches can be usefully combined with phonics, collaborative and peer-learning techniques. The use of techniques such as graphic organisers and drawing pupils' attention to text structures are likely to be particularly useful when reading expository or information texts. There are also some indications that computer-based tutoring approaches can be successful in improving reading comprehension, particularly when they focus on the development of strategies and self-questioning skills, though the evidence is less robust in this area.

Comparative findings indicate that, on average, reading comprehension approaches appear to be more effective than phonics or oral language approaches for upper primary and secondary pupils, both in terms of short-term and long-term impact. However, supporting struggling readers requires a concerted effort across the curriculum and a combination of different approaches.

Dates	Lead	Monitoring and Evaluation	EEF & COST	Success Criteria
September 2015	A Hewitt	Progress of PP vs NPP students in reading and COGs	<p>Readers £6,000</p> <p>Average impact: + 5 additional months.</p> <p>Relative cost £</p> <p>Additional staff time</p>	Targeted PP group making better than expected progress

Key Objective 4: Progress of PP students in year 7 &9

Action: Learning to learn strategies tied to small group teaching

Rationale: Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months’ additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.

Meta-cognition and self-regulation approaches have consistently high levels of impact

These strategies are usually more effective when taught in collaborative groups so learners can support each other and make their thinking explicit through discussion.

The potential impact of these approaches is very high, but can be difficult to achieve as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. There is no simple method or trick for this. It is possible to support pupils’ work too much, so that they do not learn to monitor and manage their own learning but come to rely on the prompts and support from the teacher. “Scaffolding” provides a useful metaphor: a teacher would provide support when first introducing a pupil to a concept, then reduce the support to ensure that the pupil continues to manage their learning autonomously.

Dates	Person responsible	Monitoring and Evaluation	EEF & COST	Success Criteria
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Relative cost £

Additional staff time

Item	Planned Spend	
Intervention resources	£1000	
Home Learning books	£5,000	
Planners	£5,000	
Attendance	£26,000	
Lexia	£8000	
Additional staff time	£150000	
Still to be allocated	£40,000	

Objective	Intervention	Monitoring & Evaluation	Cost	Success Criteria
Improved attendance	Progress leader intervention and rewards	Tracking and monitoring data of PP cohort via data collection, student feedback, exit data, progress leader data analysis	£2,000	Improvement in attendance levels
Literacy	Reading books high interest low ability Rising stark dockside and shadows reading schemes and accompanying resources and teacher pack	Reading programme	£3,000	
Numeracy	Maths Intervention programme accessed at	Completion of programme and	£200	Improvement in

	home	monitoring package that is part of it Research into programme like 'Catch-up' – attend training for over view of learning		maths levels 75% of cohort to be secure L4
	Before school support Year 7 small group one to one support for those students not yet achieving a L4 in maths – specific focus on weak and below L3	Data Reassessment of levels	£100	75% of cohort access secure L3
Catch Up TM intervention Numeracy & Literacy	1:1 support targeting those students for support within lessons who are working below L4 Numeracy specialist TA to support this intervention http://www.catchup.org/about/research-bibliography.php	Data reassessment and intervention resources on VLE Lesson obs	Resource £395 per member of staff trained	L4s make progress in line with their peers and reduce the attainment gap
Alternative curriculum	For those students below lv14 and with a reading age below functional literacy 9.0 Increase range of RA appropriate readers	Data collection Lexia results RA data on at 2 further key points in the year.	£500 – inc range of readers to utilise with the groups	Make rapid gains to being above the level of functional literacy
Rewards	Purchase of suitable rewards to maintain motivation and to reward attainment and progress – letter s home to parents, badges, motivational stickers, Break reward	Data		

Appendix 1

Headlines Summary View

KS4 15/16 Exams Report - Last Published: 27/09/2016 10:04:53

Calculated using the grades counting towards the School Performance. Grades have been grouped with the A*-G grades where appropriate.

Cohort Summary	Pupil Premium	Total	Percent	
Cohort	ALL	94	100	
	NPP	41	43.6	
	PP	53	56.4	
Average Total Points	ALL	295.43		
	NPP	334.98		
	PP	264.83	70.15	Gap
Average Total Capped8	ALL	240.14		
	NPP	265.37		
	PP	220.62	44.75	Gap
Average Total Capped8 inc EM	ALL	239.46		
	NPP	264.93		
	PP	219.75	45.18	Gap
Average Total Capped8 +EM	ALL	302.5		
	NPP	333.41		
	PP	278.58	54.83	Gap
Average Total Capped8 GCSE Only	ALL	227.47		
	NPP	251.22		
	PP	209.09	42.13	Gap
Average Grade Per Student	ALL	E		
	NPP	E+		
	PP	E-		Gap
Average Points Per Grade Per Student	ALL	27.63		
	NPP	30.5		
	PP	25.41	5.09	Gap

Average Grade Per Student (Capped at Best 8)	ALL	E+		
	NPP	D		
	PP	E		
Average Points Per Grade Per Student (Capped at Best 8)	ALL	30.02		
	NPP	33.17		
	PP	27.58	5.59	Gap

KS2 / Progress Summary	Pupil Premium	Total	Percent	
Average Core KS2 Level Per Student	ALL	4c		
	NPP	4c		
	PP	4c		
Average Core KS2 APS per Student	ALL	25.14		
	NPP	25.76		
	PP	24.68	1.08	Gap
Average Core KS2 Levels of Progress per Eligible Student	ALL	2.01		
	NPP	2.36		
	PP	1.75	0.61	Gap

Basic Measures	Pupil Premium	Total	Percent	
Students with at least 1 qualification	ALL	91	96.8	
	NPP	40	97.6	
	PP	51	96.2	
BasicsLevel2(A* -CinEng&Mat)*	ALL	21	22.3	
* In2016,studentstakingtheEnglishlang/litpairnowonlyrequireanentryinone(atCorabove)tobeeligiblefortheEnglishcomponentoftheBasicsL2measure.	NPP	14	34.1	
* In2016,studentstakingtheEnglishlang/litpairnowonlyrequireanentryinone(atCorabove)tobeeligiblefortheEnglishcomponentoftheBasicsL2measure.	PP	7	13.2	
* In2016,studentstakingtheEnglishlang/litpairnowonlyrequireanentryinone(atCorabove)tobeeligiblefortheEnglishcomponentoftheBasicsL2measure.				

New 2016 Measures	Pupil Premium	Total	Percent	
Students taking more than 1 Language (GCSE only)	ALL	0	0	
	NPP	0	0	
	PP	0	0	

Students taking 3 Single Sciences (GCSE only)	ALL	13	13.8
	NPP	8	19.5
	PP	5	9.4
Average Entries per Student	ALL	10.09	
	NPP	10.56	
	PP	9.72	
Average Entries per Student (GCSE only)	ALL	8.91	
	NPP	9.24	
	PP	8.66	

Progress/Attainment 8	Pupil Premium	Total	Percent	
Average Total Attainment 8	ALL	33.69		
	NPP	38.28		
	PP	30.13	8.15	Gap
Average Attainment 8 Grade	ALL	3.37		
	NPP	3.83		
	PP	3.01	0.82	Gap
Average Estimated Attainment 8	ALL	43.52		
	NPP	45.48		
	PP	42.08	3.4	Gap
Average Total Progress 8	ALL	-0.96		
	NPP	-0.64		
	PP	-1.19	0.55	Gap
Progress 8 Upper Confidence Limit	ALL	-0.74		
	NPP	-0.29		
	PP	-0.9	0.61	Gap
Progress 8 Lower Confidence Limit	ALL	-1.18		
	NPP	-0.98		
	PP	-1.49	0.51	Gap
Pupils Included (Progress 8 Coverage)	ALL	92	97.9	
	NPP	39	95.1	
	PP	53	100	

5 A*-C Measures				Pupil Premium	Total	Percent		
Students with 5 x A*-C	ALL		21		22.3			
	NPP		14		34.1			
	PP		7		13.2		20.9	Gap
Students with 5 x A*-C GCSE ONLY	ALL		17		18.1			
	NPP		12		29.3			
	PP		5		9.4		19.9	Gap
Students with 5 x A*-C inc English & Maths	ALL		18		19.1			
	NPP		13		31.7			
	PP		5		9.4		22.3	Gap
Students with 5 x A*-C inc English & Maths GCSE ONLY	ALL		17		18.1			
	NPP		12		29.3			
	PP		5		9.4		19.9	Gap
Students with 5 x A*-C inc English, Maths & Science	ALL		16		17			
	NPP		11		26.8			
	PP		5		9.4		17.4	Gap
Students with 5 x A*-C inc Science	ALL		17		18.1			
	NPP		12		29.3			
	PP		5		9.4		19.9	Gap
E-Bacc Total Measure				Pupil Premium	Total	Percent		
Students Entered For the E-BACC	ALL		9		9.6			
	NPP		5		12.2			
	PP		4		7.5			
Students in COHORT Achieving the E-BACC	ALL		0		0			
	NPP		0		0			
	PP		0		0			
Progress Measures				Pupil Premium	Total	Percent		
Students making 3+ LOP in English	ALL		55		59.1			
	NPP		25		62.5			
	PP		30		56.6		5.9	Gap
Students making 4+ LOP in English	ALL		18		19.4			

	NPP	11	27.5		
	PP	7	13.2	14.3	Gap
Pupils included in English progress measure	ALL	93	98.9		
	NPP	40	97.6		
	PP	53	100	-2.4	Gap
Students making 3+ LOP in Maths	ALL	23	24.7		
	NPP	16	40		
	PP	7	13.2	26.8	Gap
Students making 4+ LOP in Maths	ALL	6	6.5		
	NPP	5	12.5		
	PP	1	1.9	10.6	Gap
Pupils included in Maths progress measure	ALL	93	98.9		
	NPP	40	97.6		
	PP	53	100	-2.4	Gap

Value Added Total Measure	Pupil Premium	Total	Percent
Capped8 +EM VA Score	ALL	952.265	
	NPP	976.172	
	PP	934.673	
Capped8 +EM Upper Confidence Limit	ALL	967.444	
	NPP	999.485	
	PP	954.672	
Capped8 +EM Lower Confidence Limit	ALL	937.087	
	NPP	952.859	
	PP	914.675	
Capped8 +EM Pupils Included (Coverage)	ALL	92	97.9
	NPP	39	95.1
	PP	53	100