

Use of the Pupil Premium in 2015/16: Impact on results and future plans for 2016/17

Pupil Premium is an additional grant given to students who:

- have been eligible for free school meals (FSM) at any time in the last six years
- have been in Local Authority care for more than 1 day or have been adopted from care
- have parents/carers in the armed services currently, or at any time in the past 4 years

The funding allocated for each of these criteria, per pupil, is outlined below:

The PPG per pupil for 2015 to 2016 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) 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
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
Service children	-
Pupils in year groups reception to year 11 recorded as Ever 5 Service Child or in receipt of a child pension from the Ministry of Defence	£300

We were allocated £288,527 for the academic year 2015/2016. We received this money in regular installments and the funds were in addition to the main school budget (the General Annual Grant, GAG). In addition the Academy received £4,500 for the Year 7 Catch Up program. This totals additional funds of **£293,027** to support those eligible students.

At Redcar Academy we have recently started working with Outwood Grange Academies Trust, resulting in robust intervention strategies focused upon 'closing the gap' between different groups of students, which resulted in a significant impact upon the outcomes of our students in 2016. However, the performance of our disadvantaged students, was still lagging behind. Results for our disadvantaged students, in comparison to non-disadvantaged students, can be found below for 2015 and 2016:

Criteria	2015		2016	
	Dis.	Not	Dis.	Not
<i>Disadvantaged Vs Non Disadvantaged students</i>				
% of pupils who attained 5 GCSEs grade A*-C including English and Maths.	16%	36%	34.8	64.9%
% of pupils who achieved expected progress in English.	31%	46%	59%	69.7%
% of pupils who achieved expected progress in Maths.	19%	52%	44.6%	70.1%

It is clear to see that the measures implemented, to support the disadvantaged students in the Academy have had a significant impact; the % of disadvantaged students achieving 5 GCSEs with English and Maths, as well as the expected progress in Maths has more than double, the % of students achieving expected progress in English has almost doubled, the gap between disadvantaged and non-disadvantaged achieving expected progress has closed in both English and Maths.

Below is a list of strategies that we used to support students in 2015-16, in addition to a range of strategies we are implementing in 2016-2017 in order to ensure continued rapid improvement for all students, in particular in Year 11. By ensuring that all interventions put “Students First” we intend to improve outcomes and life chances for our students, even more in 2016/17.

The intervention strategies below, and those planned for 2016/17, exceed by far the total amount we receive for the Pupil Premium. The Pupil Premium money allocated for 2016/17 will be used to support the strategies and interventions, outlined under the future strategies section:

Curriculum support:

Strategies used:

- Revision sessions for students preparing for examinations are held at regular intervals throughout the year. Sessions are provided within the Academy day as well as evenings, weekends and during holiday time
- ‘Maths Watch’ CDs are provided free to Year 11 students to support their exam preparation in Maths
- GCSE revision guides for English and Maths are provided to students free of charge
- Accelerated Reader and Lexia (a computer programme used to support bespoke literacy difficulties) are used to raise literacy across the Academy
- Students in Year 7, not at expected standard, receive an additional English and Maths lessons
- Directors of English, Maths and Science have been deployed from the Outwood Trust to support students in making at least expected levels of progress in English, Maths and Science
- Modern Foreign Languages, Humanities and Performing Arts are also supported by Directors this academic year.
- Option English and Option Maths are additions to the core curriculum for these subject areas, in Year 9, 10 and 11
- SLT support is provided in most Year 11 English and Maths lessons

- 1-1 tutors are employed to provide high quality intervention in Maths and English at Key Stage 3 and Key Stage 4
- Alternative provision was considered through working with EOTAS and other locally approved alternative education providers
- The Bridge provided bespoke, small group sessions for students to work on targeted curriculum areas e.g. Year 7/8 – students who arrived under Level 4 in their SATS
- Students who qualified for Pupil Premium were also supported, when necessary, with specialist equipment and trips to enhance their learning experiences

Uniform:

Strategies used:

- The Academy has used the Pupil Premium funds to support families who have not been able to provide the correct uniform or equipment for their child. For example: purchasing blazers, bags, shoes, PE kit
- Additional uniform will also provided for vulnerable students

Careers advice and guidance for Y9, 10, Y11:

Strategies used:

- The Academy has used the Pupil Premium funds to access Careers Inc – in order to maintain a low NEET (Not in Education, Employment or Training) figure

Pastoral Care:

Strategies used:

The Academy has ensured a wide range of support structures in place to enable a strong pastoral support mechanism for all students, including those who receive additional funding. By changing job roles in order to work within a more streamlined support structure to include:

- The Inclusion Co-ordinator – in order to establish a clear link between all support/pastoral interventions
- Learning Managers – shift towards supporting students to be academically successful
- Teaching Assistants
- Attendance Assistant – now a full time role in order to impact positively upon attendance and outcomes
- Bridge Manager – to increase the provision and support available to all students, with tailoring the curriculum to meet all students' needs
- Education Welfare Officer – support from Outwood Grange Academies Trust EWO team and additional support in driving attendance standards
- Introduction of weekly 'Inclusion Meetings' to ensure that vulnerable students are making the progress they should and any form of intervention that is needed is in place
- Our school nurse (one day per week) works with students and is a valuable resource to offer support and medical advice
- Access to 'Time for You' counselling service, in school, for those students in need of additional support

Additional schemes include:

- Daily morning, break and lunch clubs for all vulnerable students in The Bridge
- Anger Management sessions
- Action, Behaviour Consequences – exploring how the actions students take have a consequence and exploring ways to avoid consequences

- Whose Responsibility? – an intervention program to focus upon changing behavior and encouraging students' to take responsibility for their actions

Year 7 Catch Up Funding:

Strategies used:

In 2015-16 a total of £4,500 was awarded for supporting students with low prior attainment at Key Stage 2. In order to support these students the money was allocated to:

- Extra TA support to allow bespoke literacy and numeracy intervention
- Resources for supporting the Accelerated Reading programme and Lexia (a literacy support programme).
- 121 support and tuition in Maths and English – to ensure swift and tailored support to those who need it most

Results: (As they appear on RAISEonline 2015 / Unvalidated GCSE Results 2016) Summary Report - Attainment at KS 4

Criteria	2014	2015	2016
% of disadvantaged pupils at Redcar Academy who attained 5 GCSEs grade A*-C including English and Maths.	25%	16%	34.8%
% of other pupils nationally who attained 5 GCSEs grade A*-C including English and Maths.	62%	53.8%	NOT KNOWN
Gap	37%	37.8%	TBC

Criteria	2014	2015	2016
% of disadvantaged pupils at Redcar Academy who achieved expected progress in English.	45%	31%	59%
% of other pupils nationally who achieved expected progress in English.	75%	71.1%	NOT KNOWN
Gap	30%	41.1%	TBC

Criteria	2014	2015	2016
% of disadvantaged pupils at Redcar Academy who achieved expected progress in Maths.	42%	19%	44.6%
% of other pupils nationally who achieved expected progress in Maths.	71%	66.9%	NOT KNOWN
Gap	29%	47.9%	TBC

Plans for next year – 2016-17

We anticipate that the amount of funding associated with Pupil Premium students for 2016-17, will remain the same, therefore the estimated funding allocation for this year is £250,000 at the time of the report being published. The below interventions and provision are outlined for the coming year, we hope that the continued forensic and systematic approach to intervention, with the support of Outwood Grange Academies Trust, will equate to even further improved outcomes for all of our students in Summer 2017, particularly those from disadvantaged backgrounds.

Curriculum support:

Intended strategies:

- Revision sessions for students preparing for examinations are held at regular intervals throughout the year. Sessions are provided within the Academy day as well as evenings, weekends and during holiday time
- 'Maths Watch' CDs are provided free to Year 11 students to support their exam preparation in Maths
- GCSE revision guides for English and Maths are provided to students free of charge
- Accelerated Reader and Lexia (a computer programme used to support bespoke literacy difficulties) are used to raise literacy across the Academy
- Students in Year 7, not at expected standard, receive an additional English and Maths lessons – through Bridge and small group support
- Directors of English, Maths and Science have been deployed from the Outwood Trust to support students in making at least expected levels of progress in English, Maths and Science
- Modern Foreign Languages, Humanities and Performing Arts are also supported by Directors this academic year
- Option English and option Maths are additions to the core curriculum for these subject areas, in Year 9, 10 and 11
- SLT support is provided in most Year 11 English and Maths lessons
- 1-1 tutors are employed to provide high quality intervention in Maths and English at Key Stage 3 and Key Stage 4
- Alternative provision can be considered through working with EOTAS and a wider range of other locally approved alternative education providers
- The Bridge provides bespoke, small group sessions for students to work on targeted curriculum areas e.g. Year 7/8 – students who arrived under the expected standard in their SATS
- Students who qualify for Pupil Premium are also supported, when necessary, with music lessons, specialist equipment and trips to enhance their learning experiences

Uniform:

Intended strategies:

- The Academy has used the Pupil Premium funds to support families who have not been able to provide the correct uniform or equipment for their child. For example: purchasing blazers, bags, shoes, PE kit
- It is the intention of Redcar Academy that uniform will be provided for all new Year 6 students and, in addition, all students who join the Academy during the year will receive a free uniform to ensure that all students are starting from the same point
- Additional uniform will also be provided for vulnerable students

Intended strategies:

- The Academy has used the Pupil Premium funds to access Careers Inc – in order to maintain a low NEET (Not in Education, Employment or Training) figure
- It is the intention of Redcar Academy, through the work with Outwood Grange Academies Trust, that the excellent standards and strategies used will continue to be adopted as far as possible, in order to maintain our very low NEET figure

Pastoral Care:

Strategies used:

The Academy will ensure that a wide range of support structures remain in place to enable a strong pastoral support mechanism for all students, including those who receive additional funding. By maintaining job roles and expanding key roles within school:

- The Inclusion Co-ordinator – in order to establish a clear link between all support/pastoral interventions
- Learning Managers – shift towards supporting students to be academically successful. (An increase in this team, to four permanent members of staff.)
- Teaching Assistants – plus additional apprentice TAs in order to add greater support capacity to the team
- Attendance Assistant – now a full time role in order to impact positively upon attendance and outcomes
- Bridge Manager – to increase the provision and support available to all students, with tailoring the curriculum to meet all students' needs
- Education Welfare Officer – support from Outwood Grange Academies Trust EWO team and additional support in driving attendance standards
- Continuation of weekly 'Inclusion Meetings' to ensure that vulnerable students are making the progress they should and any form of intervention that is needed is in place
- Our school nurse (one day per week) works with students and is a valuable resource to offer support and medical advice
- Continuation of 'Time for You' counselling service, in school, for those students in need of additional support

Additional schemes to include:

- Daily morning, break and lunch clubs for all vulnerable students in The Bridge
- Widening of our 'Non Academic Interventions' to include (not an exhaustive list): Self Esteem Club – focusing on social and emotional aspects of learning; Anger Management sessions; Action, Behaviour Consequences – exploring how the actions students take have a consequence and exploring ways to avoid consequences; Whose Responsibility? – an intervention program to focus upon changing behavior and encouraging students' to take responsibility for their actions; in addition to a group focusing upon developing resilience in our students (through ongoing work with 'Time for You Counselling.')