

Bluecoat Wollaton Academy



Pupil Premium Report 2018/19



Bluecoat Wollaton
believe in yourself, in others, in God

Introduction

Bluecoat Wollaton Academy is committed to narrowing attainment gaps between groups of students and ensuring that every student excels. The Pupil Premium funding is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged students and close the gap between them and their peers.

This funding is intended to benefit students on free school meals, children who have been looked after continuously for more than six months or have parents in the armed forces. The Government believes that the Pupil Premium funding, which is additional to main school funding, is the best way of ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Table 1 over the page shows actual and planned expenditure of Pupil Premium funding for 2017-2018 and 2018-19.

Schools decide how the Pupil Premium, allocated to schools per eligible pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Whilst schools are free to spend the Pupil Premium, they are held accountable for how they have used the additional funding to support pupils from low-income families. From September 2012, the government required schools to publish online information about how they have used, and are using, the Pupil Premium funding. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

At Bluecoat Wollaton Academy, Pupil Premium funding is used to implement specific educational interventions and additional academic support targeted at pupil premium students in an attempt to close the gap between pupil premium students and their non-pupil premium peers. The Pupil Premium funding as a whole is dedicated to assist the learning process of students via high quality teaching provision, specific small group and one to one tuition, and a range of interventions and detailed monitoring and analysis of data to evaluate progress, impact and value for money.

Table 1 - Pupil Premium Expenditure for 2017/18 and Planned Expenditure for 2018/19:

2017/18/19 Pupil Premium Expenditure			2017/18	2017/18	2017/18	2018/19	2018/19
i)	Quality of teaching for all		Total cost	Planned Attributable to PP	Actual 17-18	18/19 total cost	Planned Attributable to PP
A.	QA of T&L, forensic analysis of progress / attainment / attitudinal data in order to identify students a range of intervention strategies / sessions for students	SLT member responsible for Data Manager: 2 day per week Academic Coach 5 x Year Leaders: full time Christian Youth Worker Humanutopia	£ 78,586 £ 18,569 £ 29,571 £ 161,165 £ 18,522 £ 1,900	£ 31,827 £ 7,521 £ 11,976 £ 65,272 £ 7,501 £ 770	£ 33,105.60 £ 3,875.04 £ 16,208.16 £ 84,654.80 £ 7,213.00 £ 760.00	£ 84,436.00 £ 23,085.00 £ 77,229.00 £ 197,835.00 £ 15,015.00	£ 34,618.76 £ 9,234.00 £ 30,891.60 £ 79,134.00 £ 6,006.00
B.	Comprehensive CPL programme, focus on literacy in BBL / Festival of Learning	Literacy & Library resources Support for literacy: BWA Head of LRC resources: 2 day CPL expenditure Literacy Coordinator	£ 5,844 £ 7,530 £ 12,000 £ 3,619	£ 2,367 £ 3,050 £ 4,860 £ 1,466	£ 1,512.76 £ 2,995.40 £ 2,924.00 £ 1,467.00	£ 3,400.00 £ 15,760.00 £ 20,000.00 £ 3,779.00	£ 1,360.00 £ 6,700.00 £ 8,000.00 £ 1,512.00
C.	Rigorous monitoring of attendance / punctuality by attendance officer, Year Leaders, Tutors and classroom teachers	Costs of Attendance Officer: 2 Tutor periods Assistant Principal: 3 days per	£ 11,854 £ 750 £ 33,796	£ 4,801 £ 304 £ 13,687	£ 7,723.00 £ 304 £ 14,195.52	£ 11,630.40 £ 300.00 £ 63,515.00	£ 4,652.16 £ 300.00 £ 25,406.00
D.	CEAIG team to provide analysis of activities and NEET data	Trust brought in service	£ 16,320	£ 6,610	£ 6,610.00	£ 9,326.00	£ 3,730.00
ii)	Targeted support						
A.	PP students achieve their target grades	Targeted intervention - TA support Access arrangements	£ 300,000.00 £ 2,000	£ 121,500.00 £ 820	£ 125,633.20 £ 923.99	£ 331,197.00 £ 2,500.00	£ 132,479.00 £ 1,000.00
B	To improve literacy skills of PP students	Software packages (Accelerated reader etc)		£ 2,260	£ 2,261.71	£ 2,400.00	£ 2,400.00
iii)	Other approaches						
ABC	Ensure attitudinal issues are addressed with PP students in order to improve progress & attendance	Ass Principal Pastoral	£ 59,148	£ 23,955	£ 23,955.00	£ 25,330.80	£ 25,330.80
AC	Subsidies for participation in enrichment activities and visits	Hardship fund		£ 700	£ 250.00	£ 1,000.00	£ 1,000.00
		Alternative provision	£ 39,300	£ 15,917	£ 29,300.00	£ 54,000.00	£ 40,500.00
		TOTAL	£ 800,474	£ 327,162	£ 365,872.18	£ 941,738.20	£ 414,254.32
		PP Funding		£ 241,680.00	233988.47		£ 299,555.00

Table 2 - Our Co-horts

We have a significantly higher percentage of PP students compared to the national average (2017-18 28.1%) as can be seen from the data below:

2017-18			
Year group	Eligible for Pupil Premium	% of Cohort	Cohort
Year 7	79	49.07%	161
Year 8	74	46.84%	158
Year 9	65	43.33%	150
Year 10	59	39.07%	151
Year 11	47	33.57%	140
Total	324	42.63%	760

2018-19			
Year group	Eligible for Pupil Premium	% of Cohort	Cohort
Year 7	63	38.18%	165
Year 8	73	45.91%	159
Year 9	71	45.81%	155
Year 10	61	41.22%	148
Year 11	53	36.55%	145
Total	321	41.58%	772

Rational for the planned spending strategy for 2018/19:

Each year we review the impact of the allocation of funding from the previous academic year in order to evaluate the effectiveness of the strategies. We then discuss the planned approach for this academic year and make decisions on continuing with strategies, adapting and / or introducing new initiatives.

Desired Outcome	To further narrow the gap in KS4 outcomes for PP students
Actions	<ul style="list-style-type: none">• Quality first teaching and intervention available for all PP students• Targetted intervention following teacher analysis and data snapshots including attainment and attitudinal data• Additional study opportunities throughout the school day and holiday times enable Year 11 disadvantaged pupils to progress and address areas of underperformance• Provision of revision guides for all subjects• Tutor time programme across the year including revision sessions and targeted intervention for English, Mathematics and Science

Desired Outcome	To improve the literacy skills of PP students, including, reading, writing and oracy
Actions	<ul style="list-style-type: none">• Tailored curriculum for Years 7-11 for identified students with low levels of literacy• Literacy co-ordinator to organise comprehensive programme of interventions including collaborative reading, accelerated reader programme, small group and 1:1 intervention sessions• All classrooms have literacy boards that display key aspects of literacy that students should include in their writing• Some of our PP students have special educational needs requiring them to have a different curriculum. These pupils are withdrawn from some mainstream classes and are taught in more appropriate groups with specialist teachers. They focus on more functional English and Maths skills and are able to study these at a more suitable pace. Where possible these pupils are then reintegrated into lessons

Desired Outcome	Improved attendance of disadvantaged students, further closing the gap relative to other students in the Academy
Actions	<ul style="list-style-type: none">• Rigorous monitoring of attendance / punctuality by attendance officer, Year Leaders, Tutors and classroom teachers• Attendance is a focus for tutor group and year group acts of worship• Positive points and rewards for outstanding punctuality and attendance• Clear sanctions for lateness in place

	<ul style="list-style-type: none"> Breakfast club from 7.45am provides the opportunity for PP students to benefit from a study / social space that allows students to have breakfast
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Desired Outcome	A reduction in the number of behaviour incidents and fixed term exclusions for disadvantaged pupils
Actions	<ul style="list-style-type: none"> Non teaching Year Leaders provide support throughout the school day in order to support PP students Small group intervention programmes provided to identified students. PASS survey, ATL analysis and monitoring of behaviour provide data to identify these students. Student Support Service interventions provided for identified students, these vary in their nature due to the individual needs of the students

Desired Outcome	Ensure that the EET rates for disadvantaged students are similar to / in-line with non-disadvantaged students
Actions	<ul style="list-style-type: none"> All PP students in all year groups to receive CEAIG including 1-1 interviews, work experience and Careers activities Involvement in Into University and Raising Aspiration programmes including 5 year programmes, 1 year interventions and student mentor programmes CEAIG team to provide analysis of activities and NEET data

Desired Outcome	Ensure money is not a barrier for PP students to engage fully in Academy life
Actions	<ul style="list-style-type: none"> Provision of uniform items where deemed necessary Provision of travel costs where deemed necessary Financial support for enrichment activities and residentials £50 uniform bundles for new year 7 students

Monitoring impact:

The strategy will be monitored throughout the academic year and measured by:

- GCSE Results 2019
- Half-termly attendance figures for disadvantaged pupils compared to their peers
- Data analysis every half term including reading ages
- Student voice and surveys
- Attendance at Targeted Intervention sessions
- Attendance at Enrichment activities
- Involvement with the range of raising aspiration programmes
- Destination data analysis – sustained and first destination

Impact Review for 2017/18

Disadvantaged KPI

The progress of disadvantaged students overall is outstanding with a progress 8 score of 0.26. Progress is particularly strong in English with a progress 8 score +0.48; it is above or matches the progress of other students nationally in other subjects. The progress of disadvantaged students from different starting points is also very secure and each of the buckets for this group is positive.

NGRT Reading Tests

Awaiting data

Attitude to Learning

Awaiting data

Attendance

PP attendance for 2017/18 was 96.17% which is well above the national average of 94.6%.

The difference in the attendance for all PP versus non-PP students at the Academy is relatively small 1.63%. Year group differences can be seen in the table.

Year on year differences can be seen also, there was a slight dip in the attendance of PP students from 2016/17 to 2017/18 of -0.25%.

Behaviour

Numbers of FTE (fixed term exclusions) are low for the Academy, the difference between PP and non-PP for 2017/18 is +10, and in 2016/17 the difference between PP and non-PP was -5. As FTE depend on individual instances of behaviour we would expect fluctuations in numbers. Our constant aim is to reduce the number of FTEs for all groups of students.

Numbers of negative points issued rose from 2016/17 to 2017/18 due to a change in the behaviour policy and adherence to strict routines and zero tolerance policy. The % of negative points issued to PP students was higher than to non-PP. Further analysis of this data will be required to ascertain the specific issues to be addressed for 2018/19.