

Pupil Premium Grant spending- Samuel Lister Academy

What is the Pupil Premium?

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). It is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The grant also provides funding for children who have been looked after continuously for more than six months, and the children of service personnel.

Samuel Lister Academy Context

The number of Pupil Premium students in each year group

Year	Cohort	PP Cohort	% PP
11	132	72	55
10	98	46	47
9	94	40	43
8	142	69	49
7	121	54	45

Funding Received

Financial Year	Funding received
2013/2014	£310,050
2014/2015	£284,373
2015/2016	£288,448
2016/2017 (future funding)	£262,735

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (Y7-Y11)	602
Total number of pupils eligible for PPG	308
Amount of PPG received per pupil	£935
Total amount received 2015/2016	£288448

The aims of the Pupil Premium programme

To raise the attainment and improve Progress of students who are in receipt of Free School Meals or otherwise Pupil Premium up to and beyond National Average figures for progress and attainment

In doing so diminish the difference in attainment and progress of Pupil Premium students and all other students in the Academy

Our Pupil Premium Strategy

PP funding will be used to address the barriers to educational achievement that disadvantaged students face and ensure they are diminished. This will be achieved by:

- A) Engaged access to learning by ensuring high quality teaching and learning and positive attitudes to learning
- B) Personalised curriculum to ensure it is accessible for all students
- C) Removal of barriers to learning so that no student is unable to access learning because of inequality or lack of resources
- D) Development of parent involvement and a drive for 100% attendance of all PP students
- E) Provision of intervention for students to ensure all students make great progress and the “gap” is closed

Accountability for PP progress

Senior leader with overall responsibility for the programme: Lisa Barker

- a) Engaged access to learning- High quality teaching: Janet Wilson
- b) Engaged access to learning – Positive attitudes :Samra Majid
- c) Personalised curriculum: Lisa Barker
- d) Provision of High quality resources: Lisa barker
- e) Intervention: Lisa Barker
- f) Parental involvement: Samra Majid
- g) Tracking and Monitoring: Hafeez Khan

Tracking and Monitoring

Four data collections take place during the year

Progress and attainment of all students with comparison of PP students with non PP students is compared across subject areas.

Following collection of data subject leaders provide a report for the Principal and Vice Principal:

The reports define:

- a) Interventions required for underachieving students
- b) Particular interventions required for PP students where a gap in attainment or progress is growing or remaining static.

Activities based on key strategies

Our aim is to target resources where they will have the most impact on improving the outcomes of our students and diminishing the difference in outcomes between Pupil Premium and non Pupil Premium

students . The Sutton Trust-EEF Teaching and Learning Toolkit provides a summary of educational research that gives guidance to schools on how to use their resources to improve the attainment of disadvantaged pupils. Our pupil premium spending strategy is based on this research.

This research can be found using the link below:

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>

Research suggests that where students take responsibility for their own learning their outcomes improve. Successful students know what they are learning, why they are learning it, what they can do well and what they need to do to improve. Ensuring students respond to targeted feedback has led to the differences in attainment and progress being diminished in some of our subject area e.g. English, RE, Business. Some of our teaching staff are very skilled at giving targeted feedback and through our CPD programme we want to share this good practice amongst all classroom practitioners. Analysis shows that pupil premium children achieve most when their families work collaboratively alongside school staff to promote excellent attendance and attitude to learning. Where families are unable or unwilling to work in this way, pupil premium students often underachieve.

A. Engaged access to learning

- Teaching and Learning training for staff so that they improve the quality of their delivery and impact on the attainment and progress of Pupil Premium students through quality first teaching
- Particular emphasis on provision of high quality formative assessment and feedback through the Embedding Formative Assessment CPD project
- Focus on recruitment of high quality teaching staff
- TEEP training for staff
- Invitations for inspirational speakers/coaches/revision companies
- Enrichment activities including school trips including work with the RSC
- University visits to raise aspirations.
- Smaller classes throughout the school made possible

B. Personalised Curriculum

- Alternative provision programmes in college or work based learning
- Additional support for those with particular special needs
- Opportunities for students to study in small sixth form classes
- Specialist staff for EAL support
- “Commander Jo” programme working with students to raise self esteem
- “Core” students provided with personalised curriculum.

C. Removal of Barriers to Learning

- We want students to be ‘fit for learning’ so we begin days by providing free breakfast in our restaurant
- We provide a chromebook for all students in Year 10 and Year 11 so as to make sure that they have access to ICT so that they are able to learn at school
- There is provision for after school study until 15:45 so that all students have access to the internet and a place to study beyond the school day
- An access bus is provided so that students are able to stay after school for additional study or other activities
- Professional Counsellor to support students with their social and emotional needs.

D. Improving attendance, parental involvement and transition:

Students’ attendance at school is

- Vivo rewards
- School based educational social worker
- Transition work
- Summer school
- Safer schools' partnership in conjunction with the police

E. Intervention

- Reading wise programme
- Accelerated reader scheme
- Peer reading schemes
- Holiday revision and coaching sessions
- Core subject revision guides provided for all students
- Assertive mentoring provided for students in year 11
- Subject based intervention with one to one and small group tuition
- After school classes provided for students for extra revision
- Year 7 catch up sessions

How will the impact of the Pupil Premium spending be measured?

The impact of our Pupil Premium strategy will be measured by how well it improves the academic attainment and progress of students in receipt of the Pupil Premium so diminishing the difference between the attainment and progress of Pupil premium students with that of other students nationally. The date of our next external Pupil Premium review is the 16th November 2016. The school reviews its pupil premium strategy on an annual basis.

How was the Pupil Premium budget spent in 2015/2016.

PPG spending 2015/16		
Focus	Description	Cost
Attendance	Subsidised breakfasts	7738
	Vivo rewards	5475
	School-based Educational Psychologist	6110
	Computer software	800
Achievement	Accelerated Reader	2758
	Peer Reader Training	1275
	Reading wise	1500
	Inspirational speakers / coaches / revision workshops	1000
	Holiday coaching classes	10217
	Core subject revision guides	1784
	Alternative Provision including college and work based learning	36000
	P7 Intervention	3160
	Recruitment of teaching staff and TLRs	34425

	Maths and English intervention	59364
	Staff CPD	1000
	Library support	5000
Enrichment	Enrichment	15408
	Access bus and transport	2100
	School Trips	2684
EAL support	Specialist staff salaries	47465
	Resources	See above (literacy resources)
	Attendance and admissions	10000
Well being	Professional Counsellor	7985
	Safer-schools Partnership	9000
	Well-being intervention	15000
Transition	Transition	1200
Total		288,448

The Impact of our pupil premium spending.

Results year on Year

Measure	National Figures 2016			2014			2015			2016		
	PP	Non PP	all	PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap
Students entering the EBACC	-	-	25	8	21	-13	13	12	1	10	15	-5
Students achieving the EBACC	29	29	24	9	18	-9	6	3	3	4	13	-9
Basics Grade C+ in English and Maths	69	69	62	49	60	-11	37	51	-14	26	45	-19
A8	52.56	52.56	49.34	-	-	-	36.99	39.47	-2.48	39.06	44.60	-5.54
P8	-	-	0	-	-	-	-0.50	-0.21	-0.29	-0.20	-0.13	-0.07
Open P8	-	-	0	-	-	-	-0.56	-0.10	-0.46	+0.38	+0.35	+0.03
EBacc P8	-	-	0	-	-	-	-0.73	-0.47	-0.26	-0.83	-0.49	-0.34
Maths P8	-	-	0	-	-	-	-0.21	-0.10	-0.11	-0.53	-0.45	-0.08
English P8	-	-	0	-	-	-	-0.35	-0.10	-0.25	+0.17	+0.02	+0.15

The impact of Pupil Premium spending 2015/2016

In English in 2016 Pupil Premium students outperformed both Non Pupil Premium students in the school and all pupils nationally in terms of Progress 8, with a positive figure of +0.17. Progress 8 for Pupil Premium students was -0.05. In some of the higher performing subjects overall, there was little or no difference between the performance of Pupil Premium and Non Pupil Premium pupils, this included Citizenship, Business, RE, Food Technology, ECDL and English. The P8 of pupil premium students in the open progress 8 measure was +0.33. In Maths, Science, Languages and some Humanities subjects the impact of our Pupil Premium spending was more limited.

The attendance of Pupil Premium students during year 2015/16

There was an improvement in the attendance of pupil premium students in each year group as shown in the table below:

