

## The Pupil Premium Spending Plan 2014-15

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle the disadvantaged pupils who need it most.

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. The Education Funding Agency has set the following Pupil Premium rates for the 2014 – 2015 academic year:

Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC)	£1900
Children who have ceased to be looked after by a local authority	£1900
Pupils recorded as 'Ever 5 Service Child'	£300

For the 2014-2015 academic year Essa Academy are estimating the following Pupil Premium funding:

	Number of students eligible (as of September 2014)	
Year 7	107	
Year 8	88	
Year 9	95	
Year 10	87	
Year 11	99	
	Total estimated income including PP +	£462,000

### Deciding on our 2014-2015 Budgeted Pupil Premium Spend

At the heart of everything that we do is quality first teaching and learning. We do not want our interventions to be required to make up for anything less than quality teaching and learning. Therefore, a significant amount of our budget is aimed at high quality provision and delivery of a curriculum that meets individual students' needs.

At Essa Academy we are very much aware of an ever growing body of evidence documenting 'best practice' surrounding the use of Pupil Premium. Therefore, we have revised, for 2014-2015, the ways in which we plan, budget, review and then measure the impact of our allocation. In the first instance we continue to access the growing body of evidence provided by the Education Endowment Foundation

Based on this evidence the following principles relating to Pupil Premium spend underpins our provision for these students and we will:

- ensure that Pupil Premium funding is spent on the target group
- maintain high expectations of the target group.  
at individual strand level thoroughly analyse which pupils are under-achieving and endeavour to work out why.
- be relentless in our pursuit of high quality teaching, not interventions to compensate for poor teaching.
- use achievement data to check interventions are effective and make adjustments where necessary.
- have a senior leader with oversight of how PP funding is being spent.
- ensure that teachers know which pupils eligible for Pupil Premium.
- endeavour to demonstrate impact.
- have a named governor who will oversee and challenge our use of the Pupil Premium

## **Pupil Premium Spending Plan**

Intervention	Budget	Lead	Purpose of Intervention	Review	Evaluation	Impact
(1) Focus on Feedback as part of quality teaching and learning	% of CPD programme budget £66,000 focus on implementing formative assessment (D William)	Director of Professional Capital	Relentless push for quality teaching and learning. CPD to focus on the quality of feedback as part of quality teaching across the school.	Evaluation of teaching and learning  2015 GCSE results	A	Quality of teaching remains largely good  Performance 2015 below expectations
(2) Support staffing levels in English and maths increased to allow focus classes years.	% staffing budget English and maths £61,000	Director of Personalisation	Core subject staffing to ensure that students are with the right teachers for their individual needs. Building capacity to have extra intervention	Analysis of data produced for ARD  2015 GCSE results  QA review in mini school meetings	C	Most positive impact in maths  Closer monitoring of impact required
(3) Non-Teaching members of staff with focus on FSM attendance.	% staffing budget SCL £31,000	Director of Social Capital	Track and act fast to close any emerging gaps in the attendance of PP students when compared with non-PP students. Set high expectations. Increase parental contact. SCL will make initial contact on the first day that a Pupil Premium student is absent. Review of attendance data tracked on a monthly basis and actions put	Attendance data	C	Attendance remains an issue  Attendance of FSM inline with national average
(4) Additional TA support	60 % of LTA budget to provide targeted support £145,000	SENDCo	Curriculum Support Assistants are given a specific focus to support their assigned faculty with development of resources. They will be given a specific role for targeting resources for	Student tracking data SEND evaluation Outcomes 2015	B	The % of SEND supported students achieving 5A*. C is in line with national average for SEND student

			Pupil Premium students. Where appropriate they will also act as mentors and give 1:1 support in specific subjects.			
(5) Year 11 Revision support and intervention	50% of Year 11 revision budget  £15,000	Director of Personalisation	Students have an individualised revision and exam support programme which targets specific subjects for specific students Motivational events also delivered	Year 11 and 10 tracking data  2015 GCSE performance	B	Programme of support and intervention not targeted precisely enough
(6) Personal Equipment	£6,000	Social Capital Team	No child will be disadvantaged because of their background. This fund is used for items such as:  - Specialist IT equipment. - Personal Text Books and Revision materials. - PE equipment and kit.	Survey data	A	
(7) Addressing barriers to learning including SEN Support and additional curriculum support from Year 7 onwards	75% Of curriculum and welfare support £124,000	Director of Personalisation	Many PP students have specific barriers to learning this is a focused fund to address these barriers eg Through accelerated learning and literacy development	Tracking and assessment data for identified students  2015 GCSE results	B	Data shared but impact limited
(8) Raising aspirations including Uni visits	£14,000	Director Social Capital	Ensuring PP students have the opportunities to explore future options	Evaluation of activity and take up destinations data	B	Needs greater focus on PP students

## Key

A	B	C	A	B	C	A	B	C
Highly Effective with a significant impact			Effective with evidence of impact			Limited effectiveness with little evidence of impact		

## Summary

Clearly overall Academy performance was below our expectations and this was to a degree reflected in the performance of our disadvantaged students with the performance of disadvantaged students being broadly in line with the national averages for disadvantaged students.

English	Cohort	School % making expected progress	National % making expected progress	Significance
Disadvantage students	80	53	57	In line
Others	68	57	74	-ve

Maths	Cohort	School % making expected progress	National % making expected progress	Significance
	85	55	49	In line
	69	72	72	In line

(Data taken from Raise Online Table 5.4.1

Having said that student progress for disadvantaged students has not closed the gap between Disadvantaged students and Others. In fact the gaps between the performance between others and have increased between 2014 and 2015.

On the basis of this the Pupil Premium Grant spending plan 2015 – 16 will be revised. In addition our intention is that our Senior Leader with oversight of Pupil Premium spending will meet with a governor with responsibility for this area in termly challenge meetings.