

## **SOUTH LEEDS ACADEMY - PUPIL PREMIUM (2016/17)**

### **Introduction**

Since 2011, the Government has provided additional funding to schools called the Pupil Premium. This extra money is given for 'looked after children' (LAC) and pupils who have received 'free school meals' during the last 6 years (FSM6). There is also additional money for children of families in the forces during the last 5 years (Ever5). In addition, from 2012 Year 7 catch-up funding was provided for those pupils who had not attained a level 4 in English or Maths at Key Stage 2.

### **Purpose**

The money is used to provide additional support to ensure looked after children and children from low income families do not fall behind with their progress. The Forces Premium is for the same purpose but also can be used to provide additional pastoral support for pupils whose parents may be, for example, posted abroad. The year 7 catch up funding is used to help pupils achieve the standard that will enable them to access the secondary school curriculum.

### **Aims**

The academy has high expectations for all our pupils and always aims to be one of the top achieving schools in which those pupils eligible for pupil premium funding (on free school meals or looked after children) do better than the average for all pupils nationally. Only the top 17% of schools achieve this.

### **Value**

	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
Pupil Premium	£900 per child FSM	£935 per FSM6 child	£935 per FSM6 child
	£1900 per child LAC	£1900 per LAC child	£1900 per LAC child
Forces Premium	£300 per child	£300 per child	£300 per child

As an Academy we are focused on closing both relative and absolute differences in student achievement. Spending commitments made are based on a detailed understanding of individual needs and aim to maximise the growing body of research and evidence on effective practice. All pupil premium spending should lead to a quantifiable impact on student achievement and attainment, with a clear plan for impact measurement established. Detailed individual intervention plan and spend per PP student is available on request.

The Academy has put in place the following monitoring/reporting system:

Each Faculty to input PP data every half term and include the following information

- Issue – Curriculum, Behaviour, Attendance, Emotional Wellbeing, Homework, Work Ethic and No Issues.
- Subject – Department/Faculty name.
- Support Offered – Homework support, Educational Visit, Additional Tuition, Intervention Programme, Holiday Intervention, Coursework Support, Provision of resources and equipment, Small set group, TA support in class, Revision Session, Attendance support, Daily support, Weekly support, Group Programmes one to one support, Home visits, Parental meetings, Excellence Centre and Detentions.
- Hours – For each type of intervention offered for each half term.

After each data capture there is a 'subject concern list'. If a 'Progress 8' score for a student is in RED then that particular student has underperformed from the previous cycle date. Subject is identified as a concern and Departments are instructed to re-visit their intervention plan. If it is identified as GREEN, then the intervention is having an impact and the strategy continues.

The parameter for students to be highlighted as a "Subject concern" on the PP list is as follows:

KS3 –More than 1 grade below their EOY expected grade.

KS4 –Progress 8 Subject score of -0.3 or below

These parameters for PP students are narrower than Non PP students to highlight our firm commitment to closing the difference between the outcomes of PP and Non-PP students and ensuring we diminish the difference of our PP students on all national % thresholds.

Heads of Faculty will be notified of students under-performing in their subjects and have intervention in place to narrow the difference between PP and Non-PP students in future data captures.

The Academy is focused on closing both relative and absolute differences in student achievement. Decisions made on spending aim to address the complex and varied barriers to learning that can be faced by disadvantaged students to enable transformational change to take place in their educational outcomes. Spending commitments made are based on a detailed understanding of individual needs and aim to maximise the growing body of research and evidence on effective practice. The following key principals underpin our decision making.

1. Focused on outcomes. All pupil premium spending should lead to a quantifiable impact on student achievement and attainment, with a clear plan for impact measurement established before any intervention.

2. Evidence based. Interventions should take account of current research and evidence of best practice. Low effect size interventions should be avoided.

3. Needs based. Funding decisions, especially around expensive tier 3 funding, should be influenced by student need, based upon a thorough knowledge and understanding of individual students.

4. Data driven. Several sources of data should feed into an understanding of what issues disadvantaged pupils might face. Data might include: subject area reports, behaviour and attendance records and performance tracking cycle data.

Strategies to be used next term include:

- ALA to work with departments on raising the profile of PPI students and working towards the positive discrimination policy used by changing the parameters.
- Half termly update on progress of PP students – Allowing for earlier intervention.
- To further develop the current tracking and monitoring system to allow for the detailed collection of progress data and intervention/support data of the PPI students which is subject specific.
- Revising intervention strategy with PP co-ordinators when limited impact is being demonstrated.
- Detailed data is presented every term to SLT and revised information is uploaded on to the Academy website.
- Termly analysis of the data will be made and a report written to identify the effectiveness and cost links of PPI strategies as well as individualised analysis of which methods are effective and should continue and which need to be amended/cease.
- General evaluation of PPI strategies utilised in terms of cost versus success to identify the most cost effective methods.