

## **Pupil Premium Funding at the Ilfracombe Academy 2018-19**

Pupil Premium Funding is given to schools by the government to support the raising of standards for disadvantaged students. Nationally there is a gap between the achievement of students who have been in the receipt of free school meals, or who currently receive it and all students nationally. Schools are able to decide how to use the funding and are held accountable by OFSTED for the standards achieved by students who may have been disadvantaged at some point in their education. Devon schools are poorly funded receiving just under £300 less per students than the national average. The Ilfracombe Academy was judged by OFSTED in 2017 to be using the funding effectively and that governors had an awareness of how it is spent. The same applies to the Catch Up Premium. The school recognises that we are located in an area of high deprivation are surrounded by the next highest area of deprivation, and that isolation is a form of deprivation and therefore we use our PP funding to benefit as many students as possible. We base our practice on the most up to date research and another document in this section of the website shows are provision audited against Education Endowment Foundation Research. Our staff are extremely dedicated and we track the progress of all our students very carefully to ensure that they can achieve their very best. We ask any parents who have concerns about the progress of their children, whether or not they are disadvantaged, to contact the school to discuss their concerns. We are aiming to close the gap completely for the achievement of our students. Our strategies includes:

- Ensuring that the appraisal of all staff makes direct reference to the performance of disadvantaged students
- All staff are made aware of the disadvantaged students in their teaching groups and are expected to know who they are. The schools uses Classcharts for this purpose
- Tracking the progress of these students specifically as a group, each time we collect progress data on all students
- Tracking student use of ClassCharts and GCSE Pod
- Monitoring the quality of student work in books after Progress Point Data is collected focusing on students who are not making progress
- Staff are trained well to understand the barriers that disadvantaged students may face in their education and are committed to aiming high for all our students regardless of background
- The marking and feedback policy reflects the needs of disadvantaged students by ensuring that PP students' books are marked first
- Providing after school study space and support for students such as homework club every lunch time and a library open from 7.30am and 5.30 pm
- Supporting students financially to benefit from a wide and varied enrichment curriculum
- Tracking the participation of disadvantaged students in enrichment activities

- Pursuing university opportunities for students from Year 7 onwards
- Ensuring that all students have access to a wide careers programme with specific attention to students facing barriers to their progress

In the last school year the Ilfracombe Academy received £216462.83 and a catch up premium of £12474. The money is spent very carefully using recent research into what is most effective. To date the catch up premium has supported students who benefit from a curriculum with fewer teachers and a sharp focus on literacy and numeracy skills. The school has acted upon research from The Education Endowment Fund, The Sutton Trust and OFSTED reports on good practice. **OFTSED reported in April 2017 that the school uses its PP funding wisely and that governors are fully aware of how it is spent. The school is continuing to use the funding in this way being guided by best practice.**

**How the school uses the additional funding:**

Research shows that the quality of the staff working with students has the biggest impact on their achievement and consequently their life chances. The quality of teaching and feedback have an even greater impact if students are disadvantaged. Our biggest investment therefore is in staffing and training to ensure that all students are well supported. We know that the impact of the quality of teaching and support is particularly substantial on disadvantaged students. **If, having read the information below, you feel that you would like to apply for Free School Meals, or feel that your child would benefit from additional support please do not hesitate to contact our Student Outcomes Administrator Mrs Claire Shobbrook, in the first instance, or Deputy Head Teacher Mr Paul Roberts.**

We use our funding in the following ways:

Staffing	Information	This column needs funds updating from last year
Time for Deputy Head Teacher for Student Outcomes	The Deputy Head Teacher for student outcomes is responsible for tracking the progress for FSM students. Data is collected on all students on 4 occasions during the year for KS 4 and 5 and 4 times a year for KS 3. A Progress Panel meeting is held to look into reasons why any student might be underperforming. Appropriate interventions or support are then put in	This comes from the school main budget

	place to support the students learning. This might be additional tuition for example, or TA support with studying. At the next Progress Point the impact of the support for students is discussed. Homework and GCSE pod usage is tracked on a weekly basis which allows immediate follow up.	
Student Outcomes administrator	The Student Outcomes administrator is responsible for coordinating the work described above and ensuring that Progress Panel decisions are followed up. They are also the point of contact for parents who would like to apply for FSM	This comes from the school main budget
Student Services	Each year group has a Pastoral Coordinator attached to them. The Pastoral Coordinator's role is to support students who have any barriers to their learning.	This comes from the main school budget at a cost of £114,198
Training for Staff	Research shows that the most effective intervention for disadvantaged is excellent teaching. Research based training is an important part of the school's strategy to raise the achievement of disadvantaged students	This comes from the school's own revenue budget
Teaching Assistant Time and additional support staff time. Staff Training	Teaching Assistants at the Ilfracombe Academy are attached to specific departments and develop expertise in a particular area so they are well equipped to support students in lessons or through small group extraction. Teaching Assistants have also been trained on the needs of disadvantaged children as well as children with a SEND. Support for students is a strength of the school which we are proud of. OFSTED April 2017 supports this view as does SIAMS 2017.	£161567
Tracking Software	The school uses SISRA tracking software which allows us at any time to look at the progress of individual students or groups of students	£3990
Counsellors/Youth worker	The school employs counsellors and also supports the work of additional trainee counsellors. We recognise that students may require additional emotional support at various times during their school career.	£5974 for p/t counsellor £1760.81 for trainees

	<p>Students are able to take advantage of support from church mentors</p> <p>The school part fund a Diocesan youth worker. With the Diocese of Exeter funding the remainder</p>	<p>Free</p> <p>Main school budget/Diocese</p>
Additional staffing to support Social and Emotional aspects of learning	As well as teaching assistants who support academic progress in and outside the classroom, the school employs specially trained Teaching Assistants to work with students who may need to develop social and emotional skills. The exclusion rate for disadvantaged and SEND students at the Ilfracombe Academy is much lower than the national rate.	£36643
Finger Print recognition hardware and software for the Dining Hall	This allows students to purchase food without cash and in the case of students entitled to FSM, without any identification. This has removed any anxiety students (and parents) may have in applying for FSM.	£3287.91
Purchase of uniform to support disadvantaged families	We know that some students and their families require support particularly at the beginning of a new academic year. The school supports this and works with local businesses to ensure that families can plan in addition to receiving support. The school is mindful that Universal Credit will be rolled out in the area as many families are buying uniform	£955.26
Supporting Enrichment activities for disadvantaged students*	We recognise that being involved in extra-curricular activities can substantially enhance a student's enjoyment of school, boosts their confidence and their academic achievement.	£3711.89
Payment for attendance at Petroc FE College for selected students		<p>£13</p> <p>£0</p>

Accelerated Reader	We know that literacy is a key issue for students in terms of accessing the whole curriculum and therefore in Year 7 and 8 we buy into a reading programme and books to develop students reading. We know that the impact on reading ages for FSM children has been substantial This is supported by £10,000 extra investment in the library this year from the school's own budget	Main school budget £6428.70
Classcharts and Edukey	On line setting of homework which allows parents to receive immediate notification of homework. Parents can also see behaviour information in "real time" as can students. Staff can use the tool for planning and can see all student Individual Education Plans quickly	£3486.23 and GL Assessment £875.50  £256
<b>Future Planned Spend</b>  Offsite Centre for students struggling with secondary transition	In 2018/19 the school appealed to the LA for funding to support offsite provision. This is a lengthy process and a grant was confirmed for 2019/0. This does not come from the school's own PP budget but is additional external funding	£40,000

#### Numbers of students and % of the cohort by Year Group for 2018-19 Academic Year

Year 7	51	138	189	26.98%
Year 8	46	125	171	26.90%
Year 9	53	111	164	32.32%
Year 10	37	118	155	23.87%
Year 11	31	117	148	20.95%
Year 12	14	48	62	22.58%
Year 13	13	56	69	18.84%
	245	713	958	25.57%

## Student Outcomes 2019

**OFSTED April 2017** “ All groups that were below the national average previously such as boys, low and middle ability pupils and disadvantaged students are working at levels that are close to or in line with national averages. Progress in Year 10 is stronger than in Year 11 and most pupils are in line with age related expectations including disadvantaged students”

### Data for 2019 results- un-validated:

Measure	Pupil Premium outcomes
Progress 8 score	<ul style="list-style-type: none"> <li>• For all students -0.26</li> <li>• FFT CVA for all students +0.02</li> <li>• For all students who followed a full P8 curriculum +0.24</li> <li>• For PP students-1.06</li> <li>• FFT CVA for PP students -0.19</li> <li>• For PP students who followed a full P8 Curriculum- 0.21</li> <li>• For PP students whose attendance was above 95% +0.23</li> </ul>
Attainment 8 score	31.69
Percentage achieving English and maths 4+	4+ 57%  4 + 44%  5+ 29%  5+ 16%  Contextual Progress for English -0.15 and Maths -0.12
Percentage Achieving English and maths (5+)	16%
EBACC with English and maths 5+	2.8%

<b>Overall P8 Score for all students</b>	<p><b>-0.26</b></p> <p><b>Contextualised data +0.02</b></p>
<b>Link to Fairer Secondary School League Tables</b>	<p><b>This tool shows how the Ilfracombe Academy would be judged against similar schools in terms of context. The current P8 score of -0.26 puts the school at a fraction below “average” according to government measures. The P8 measuring tool which measures schools against schools in a similar context would see the Ilfracombe Academy move 521 places higher in the government league tables.</b></p> <p><b><a href="https://www.arcgis.com/apps/webappviewer/index.html?id=495809156e7f425a845e112d3152e6ab">https://www.arcgis.com/apps/webappviewer/index.html?id=495809156e7f425a845e112d3152e6ab</a></b></p>

### **Classcharts**

**Classcharts was introduced to the school in September 2018 and so at the time of writing it has been in use just over a year. It allows all staff to see whether a student is in receipt of free school meals or not, without students being able to see this, and also allows staff to see quickly whether a student has a SEND, and how many Adverse Childhood Experiences (ACES) a student without being able to see exactly what those experiences were. This allows staff to take into account students’ needs whilst planning.**

**Classcharts also allows staff, parents and students to see their own behaviour record instantly and in “real time” and monitors the setting and completion of homework. Again students, staff and parents can see this**

### **Cashless System**

**This system means that students who are in receipt of FSM can buy their lunch using the biometric system like all other students. It has removed the stigma of FSM and it also allows the school to step in and provide support discretely when a student who may not have claimed FSM is not eating properly. This system also allows parents to see what their children are purchasing**

### **Counselling Supervision**

**The school has case studies to show the impact on students and their progress including examination results.**

We know from the news and research that mental health of adolescents is a national concern. We do all we can as a school through our values in action to support students with their mental health. As well as our very well trained Pastoral Coordinators (one for each year group) the school employs its own counsellors understanding that access to CAMHS has extremely high thresholds and can take time. The impact of this intervention is clear from cases studies.

### **Breakfast Club**

The breakfast club runs every morning in our Hub and provides an opportunity for students with difficult home circumstances, and anxious students a positive start to the day. Staff who run the breakfast club ensure that the students are prepared for the day and will discuss any concerns or issues that they may have. It is also a safe place that students can go to sort out issues with their peer group with the help of staff. It also gives the staff an opportunity to inform pastoral staff of any potential issues that may surface during the day so that the inform can be fed to classroom teachers and TA's. A number of students that have struggled to come into school rely on the breakfast club to bridge the gap between home and school. Those students who do not have the home support particularly in the mornings know that not only will they be greeted with a friendly face but they will also be able to have breakfast. Many of those students that access the breakfast club will also drop into the Hub at breaks and lunch. In addition, from September 2019 the school has launched free breakfast for all students with the intention of making all our students have the opportunity to get off to a good start each day.

To support students in the preparation for their exams, the schools runs exam breakfasts during the mock and summer exam periods. Free pizza and transport are provided every Thursday evening at 6pm for those students that stay to revise at school. The parents and carers of Pupil Premium students are contacted to encourage them to attend. This arrangement runs from October to the November mock exams as well as from February to the summer exams. The school also runs a revision weekend in March every year, which is free and Pupil premium students are strongly encouraged to attend.

### **Accelerated Reader**

Accelerated reader tracks book borrowing and through "quizzing" reading age growth. It has had a particular impact on students from disadvantaged backgrounds. This year the school has invested an additional £10,000 over three years to provide new books for the library. This additional funding has not come from the Pupil Premium budget but has come from the main school budget.

**Catch Up Funding £12474** When students arrive at the Ilfracombe Academy in addition to the data and information received from the student's primary school we also under take Cognitive Ability Tests which give us a further understanding of students' strengths and areas for support. The school is also using Lucid screening testing comprehension with GL Assessment

For literacy support in English all students are part of the Accelerated Readers scheme (see above) however we know that this has a particular impact on disadvantaged students. Anonymised case studies are available. In addition the English Department has a specialist TA who works with the departmental team to adapt schemes of work. The Maths department also has two maths specialist TAs. Science, Humanities both have one specialist TA.

Our Learning Support Department also intervenes with students who are behind with their learning. Strategies used include

- Read write inc,
- Corrective reading,
- Morphograph spelling
- In Tutorial Reading students follow The Dockside Reading Books with comprehension questions in the back of the book.
- Reading Reconsidered strategies across KS 3
- Maths intervention is based around the Dyscalculia testing tool and intervention comes from the dyscalculia intervention programme.
- A number of other literacy resources in combination with the above.

The approach is matched to the student need and detailed impact case studies are available

In maths the two highest impact strategies are small group intervention and regular numeracy practice. Of the small group interventions pre and post intervention testing, along with anecdotal evidence suggests that this is an extremely productive.

**The Catch Up funding is also supported by the school's own budget as it does not cover all the support described above.**