

## **PUPIL PREMIUM FUNDING AT THE ILFRACOMBE ACADEMY 2016-17**

Pupil Premium Funding is given to school by the government in addition to their main budget. 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. The funding was introduced by the Coalition Government in 2010 to provide schools with an extra resource to support students who currently receive Free School Meals (FSM) as well as students whose parents are in the armed forces. It has been recognised in recent research that students who were entitled to free school meals more than 6 years ago may also benefit from additional support and therefore the school can use the funding in ways which benefit other students too, as well as those students who have been directly entitled to support in the last 6 years. 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. Tracking of the use of PP funding is important to ensure that it is put to specific use that benefits disadvantaged students. The same applies to the Catch Up Premium. 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 are aiming to close the gap completely for the achievement of our students. Our strategy 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
- Tracking the progress of these students specifically as a group each time we collect progress data on all students
- Tracking student use of Show My Homework and GCSE Pod
- Monitoring the quality of student work in books after Progress Point Data is collected
- Staff are trained well to understand the barriers that 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 to disadvantaged students
- Providing after school study space and support for students such as homework club
- 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

In the last school year the Ilfracombe Academy received £216,167.60 and a catch up premium of £11,032.00. 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.**

**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	
Time for Deputy Head Teacher for Student Outcomes	The Deputy Head Teacher for student outcomes is responsible for the oversight of progress for FSM students. Data is collected on all students on 6 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 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	This comes from the school main budget
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

Teaching Assistant Time and additional support staff time.	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.	£119,043.00
Staff Training	Support for students is a strength of the school which we are proud of. OFSTED April 2017 supports this view and lower ability students perform better than their peers nationally	
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	£1,995.00 this was for SMID
Counsellors	The school employs a counsellor 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.	£6,672.50
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.	£28,594.00
		£57,800 – Maths and English
Finger Print recognition hard ware 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.	£2,858.20
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	£502.44
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.	£2,559.59
Support for transport	For students who may attend and offsite course.	£715.30
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	£3,074.00
Show My Homework	On line setting of homework which allows parents to receive immediate notification of homework	£3,242.00

\*Enrichment Activities supported in the academic year 2016-17 included for example: music tuition; football boots; book festival visit; Studio 20; Photography; books; breakfast club; a variety of activities week trips;

### Numbers of students and % of the cohort by Year Group for 2016-17

Year Group	Number of students	% of Year Group
7	57	35%
8	42	26%
9	42	27%
10	43	30.7%
11	43	30 %

### Student Outcomes 2017

**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”

### Provisional Data for 2017- un-validated:

Measure	Pupil Premium outcomes
Progress 8 score	-1.04 using national data and SATS    -0.28 using base line data from CATS
Attainment 8 score	39.26
Percentage achieving English and maths (4+)	54% (This is 11% above the national average for Pupil Premium students)
Percentage Achieving English and maths (5+)	21% against the national average of 23%
EBACC with English and maths 4+	10%
EBACC with English and maths 5+	5%
English 4+ and 5+	4 + 61%    5+ 35%
Maths 4+ and 5+	4+ 56%    5 +33%
Overall P8 Score for all students	-0.55

[Ofsted Report 2017](#)

[Siams Report 2017](#)

[School Performance Tables](#)

### **Show My Homework**

The Pupil Premium is used to fund Show My Homework. This is an online homework package which enables teachers to set homework online so that students can access it. The package enables students to see all their homeworks with due dates and helps them to keep organised and plan better. It ensures that there are no more excuses for not handing in homework with students being provided with email and mobile phone reminders. For parents and carers, Show My Homework enables them to see their child's homework and to take part on their child's learning.

We know that homework adds significantly to a child's progress (potentially an extra five months progress in the year) and we ensure that all students are able to access the homework here in school if they do not have internet access at home.

### **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.

### **Counselling Supervision**

The school counselors have seen a total of 73 students. The school has case studies to show the impact on students and their progress including examination results.

The number of students with anxiety, self-esteem and mental health issues has increased nationally over the past two years. We know that this is an issue across the country and that with the reduction in mental health support in the community it is likely to rise. Our resident counselor works four days week and sees 4 students per day. In addition to this he has helped to train and set up, a group of peer mentors to support those students that need guidance and a listening ear. Supporting the resident counselor we have two trainee counselors support the students over another three days. As a school we provide the supervision and assist with the travel expenses of these trainees. The results of having this support is clear, the number of school refuses and those with missing exams have reduced. The number of referral to, CAMHs has also reduced as

we can support these students in house. Students are aware of the support that the school provides and this is reflected in the student voice activities.

### **Breakfast Club**

The breakfast club runs every morning 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 information 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.

### **Accelerated Reader**

Book borrowing from the library continues to grow as the chart below shows (under Catch up funding). We know that it has a particular impact on the reading ages of disadvantaged students.

	Number	%
Sept 16 to 11 <sup>th</sup> Jul 17	improving reading growth	improving reading growth

#### **Year 7**

PPI	37/51	73%
NON PPI	84/109	77%

#### **Year 8**

PPI	32/38	84%
NON PPI	86/114	75%

### **Catch Up Funding £11,032**

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.

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. In addition the English Department has a specialist TA who works with the departmental team to adapt schemes of work

<b>Non-fiction</b>	<b>Fiction</b>	<b>Total</b>	<b>Non-fiction</b>	<b>Fiction</b>	<b>Total</b>
<b>01/9/2015</b>	<b>01/9/2015</b>	<b>01/9/2015</b>	<b>01/09/16</b>	<b>01/09/16</b>	<b>01/09/16</b>
<b>to</b>	<b>to</b>	<b>to</b>	<b>to</b>	<b>to</b>	<b>to</b>
<b>11/07/16</b>	<b>11/07/16</b>	<b>11/07/16</b>	<b>11/07/17</b>	<b>11/07/17</b>	<b>11/07/17</b>
<b><u>Yr 7</u></b> 183	2149	<b><u>2332</u></b>	80	2950	<b><u>3030</u></b>
<b><u>Yr 8</u></b> 74	1248	<b><u>1322</u></b>	30	1391	<b><u>1421</u></b>

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

- Read write inc,
- Corrective reading,
- Morphograph spelling
- Text Help and a touch typing programme.
- In Tutorial Reading students follow The Dockside Reading Books with comprehension questions in the back of the book.
- 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 were 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. It will be used for all Year 7 and 8 low achieving classes in 2017/18. Numeracy Ninja was used weekly in 2016/17 and it will be extended this year to "Purposeful Practice" with all year 7 and 8 lessons started with 5 minutes of targeted numeracy practice.

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