

THE PUPIL PREMIUM (PP)

The Pupil Premium was introduced by the government in April 2011 to provide funding to support the raising of achievement for disadvantaged students based upon the following criteria:

- children from low income families who are eligible for free school meals (FSM)
- looked after children in care for at least a continuous period of 6 months (LAC)
- students from families whose parents serve in the Armed Forces.

'Ofsted' conducted a survey of the impact of the Pupil Premium and published a report in September 2012. This report outlined a national variance in the use of the Pupil Premium. Overall, the report pointed to the fact that there was little evidence of a strong focus upon the Pupil Premium and since then, the government has since recommended separate monitoring as well as reporting requirements for this, with information being freely available to Governors and inspectors with information published on the Academy website.

Pupil Premium Funding

Pupil Premium funding is received on a financial year basis rather than per academic year.

The organised level of Pupil Premium funding at its inception in April 2011 was £480 per student, this funding has been increased by Central Government in each of the following financial years to £623 per student in April 2012 with the current level of funding from April 2013 of £900 per student. Further increases are planned for the future.

For the financial year 2012/13 there were 489 students eligible for the deprivation pupil premium, creating actual revenue of £304,959. This level of funding has been derived from the number of pupils eligible based upon the January 2012 census and Free School Meal (FSM) history on all School Censuses since 2006, known as 'Ever 6'.

The pupil premium resources have been allocated to support the identified cohorts to accelerate their levels of achievement. The funding was also used to support other interventions beyond the curriculum in an attempt to remove all barriers to progress.

We have planned our deployment of the Pupil Premium funding to ensure that all staff are fully aware that we have:

- ring fenced the funding so that we have always spent it on the target group of pupils.
- thoroughly analysed which pupils were underachieving, particularly in English and Mathematics and scrutinised as to why.
- used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly through our individual pupil tracking data.
- Never confused eligibility for the Pupil Premium with low ability and we have focussed on supporting disadvantaged pupils to achieve the highest levels.
- Involved Governors in the decision making and evaluation process.

As the scale of Pupil Premium increases, our accountability for its effective use has been ramped up significantly. School performance tables now include an indicator to show the attainment of PP students within the stated categories who are collectively identified through a 'disadvantage' measure devised by the DfE.

Since September 2012 all schools have had to publish key online information which details:

- The amount of Pupil Premium funding the academy will receive during the current academic year
- Details of planned allocation and spend of the Pupil Premium
- Details of how the Pupil Premium was spent during the most recent academic year
- The impact of the spending of the Pupil Premium in terms of its overall effects upon disadvantaged students...we have to demonstrate that a difference has been made in closing the attainment and progress gaps which may exist

The key is to be able to demonstrate that PP students have:

- Improved their National Curriculum levels and GCSE / BTEC grades to meet *at least* minimum targets
- Increased their functional understanding in literacy as well as in numeracy
- Have attained as well as made progress in English Language and Maths
- Produced overall outcomes in line with the rest of their year cohort to examine if we are to evaluate our 'spending for learning' policy wisely

'Ofsted' will examine:

- Students who make progress relative to their starting points
- The progress that has been made since joining the Academy
- Progress of SEN students within and outside of the PP category
- How well students are prepared for their next stage of education (entry requirements etc)
- How well gaps between different pupil categories are being narrowed

Comments will be included in a section 5 'Ofsted' report

Analysis of FSM / LAC Students by Key Stage and Cohort

NOR	Male	Female	Total	% of Year Group	SEN Registered FSM	% SEN Eligible FSM
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Years 7 - 11	998	175	163	343	34.4%	56	59.6
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Year 7	196	15	25	45	22.9%	10	45.5%
Year 8	143	35	25	60	41.9%	17	68%
Year 9	159	34	32	66	41.5%	11	73.3%

Key Stage 3	498	84	82	166	33.3%	38	62.3%
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Year 10	220	57	41	98	44.5%	10	66.7%
Year 11	280	52	55	107	38.2%	8	47.1%

Key Stage 4	500	109	96	205	41%	18	56.9%
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Outcomes for 2012-13

What impact has Pupil Premium spending had upon students who are entitled the free school meals and/or are in continuous care? Information of impact upon the learning and progress of FSM/LAC pupils has been collated in 'RAISE' on-line. This is a document used by schools and 'Ofsted' inspectors to examine school performance Outcomes from GCSE / BTEC results suggest that:

There were 98 Year 11 students who formed the 'Ever 6' cohort (46 girls / 52 boys) at the end of August 2013. All of these were FSM students out of a total year cohort of 280. Details of progress in English Language and Mathematics are given below and demonstrates the 'gap' between Pupil Premium and non Pupil Premium students. An overall commentary follows the tables given immediately below:

	Cohort 2011-13	5+ A*-C Eng & Ma %	English A*-C %	Maths A*-C %	2012 English Expected Progress 3LP %	2013 English Expected Progress 3LP %	Current progress English Oct 2013	2012 Maths Expected Progress 3LP %	2013 Maths Expected Progress 3LP %	Current Progress Maths Oct 2013	5+ A*-C %	5+ A*-G %	E Bacc %
All Pupils (OFA)	280	45 (58)	60 (67)	53 (70)	79 (67)	71 (67)	68	57 (68)	47 (68)	53	89 (84)	95 (95)	11 (16)
Non Pupil Premium (OFA)	182	51	67	54	84	72	78	66	54	58	89	96	6
Pupil Premium (OFA)	98	32	49	40	70	57	72	41	36	45	68	82	1
Within OFA Academy Gap		-19	-18	-14	-14	-15	-6	-15	-18	-13	-21	-14	-5
National Pupil Premium 2012		39	47	50	53	53	53	51	51	51			16
OFA - National Gap		-7	2	-10	17	4	19	-10	-15	-5			-5

Notes:

At the Forge Academy:

- Students eligible for the Pupil Premium achieved outcomes at the end of Key Stage 4 in 2013 below students who were not eligible for free school meals, however from the evidence above, learning gaps have narrowed between Pupil Premium and non Pupil Premium students when compared with the 2011-12 academic year and predictions to date.
- The 'gap' is narrower in English Language than in Mathematics for the overall percentage of students who make 3 or more levels of progress between Years 7 – 11
- More students make 3 levels of progress in English than in Maths where the 'gap' between Pupil Premium and non Pupil Premium students is narrower.
- Every GCSE qualification is given a points total. On average, Pupil Premium students achieved 4.3 points less than non Pupil Premium students in English Language and 5.3 points in Maths. Using this measure, both of these important points scores show a slight improvement in both English Language and Maths in comparison to the GCSE results for 2012
- 27 out of 98 students eligible for the Pupil Premium achieved 5+ A*-C GCSE grades including English Language and Mathematics. This represents 28% of the Pupil Premium cohort of 98 students. Similarly, 77 Pupil Premium students achieved 5+ A*-C overall which represents a success rate of 79% for the Pupil Premium cohort and demonstrates a small increase on the previous academic year
- Students are expected to make at least 3 levels of progress between Years 7 – 11. The predicted outcomes (October 2013) for Year 11 students in the current academic year are higher than before. Latest tracking data suggests that 'learning gaps' in both English Language and Maths are now closer at 6% and 12 % respectively

Use and Allocation of the Pupil Premium in 2013-14

Pupil Premium monies do not run alongside the academic year which applies to all schools. Pupil premium funding runs from April to March each year and so overlaps the normal funding periods.

Areas of Pupil Premium Spend include:-

Curriculum Support

- Mid term and Easter revision sessions held for Years 10 and 11.
- Friday afternoon enrichment classes...resources, staffing and equipment
- Saturday schools to support GCSE English Language and Mathematics
- Additional staffing in Maths, English and Science employed
- Revision guides and work planners purchased in English, Maths and for use with students in Key Stage 3.

Key Stage 3 Intervention Plan

This plan is divided into four waves to ensure we are fully meeting the needs of all students, but particularly the students who are in receipt of FSM and therefore indicated as being disadvantaged. The plan operates as follows:

Wave 1

- Classroom setting and differentiation.

Wave 2

- Withdrawal groups. Literacy withdrawal, reading withdrawal, language withdrawal. Such students are withdrawn for short intense small group sessions and then returned to mainstream sessions once progress has been secured.

Wave 3

- Renaissance Reading Programme (RRP) is a catch-up programme for all Year 7 students including those 54 who are in receipt of FSM. The programme is delivered through English lessons where books are assigned to students appropriate to their reading age. Assessments take place on-line and are being extended to Year 8 students as a central intervention within our KS3 Literacy Strategies.

Wave 4

- Year 7 enhanced staffing and class sizes. All students, including those identified as being entitled to FSM benefit from working in mixed ability groups of no more than 20 students to each teaching group. Although expensive in terms of staffing and time, we believe the outcomes will be positive and manifold.

ICT Equipment

Provision of Google Chrome notebooks. 60 have been purchased and are used to support the work of all students generally and PP students specifically

Enhanced Staffing

Enhanced staffing secured to support the progress and attainment of all students, including those eligible for FSM and identified as LAC students. Appointments include:

- 2 Attendance Officers for Key Stages 3 and 4
- AST Maths
- Teacher of Maths (0.6) to intervene with PP students

- English Teacher
- English Intervention Coaches to support PP students
- Science teacher to provide smaller, more intensive learning groups
- Science Intervention Coach
- Behaviour Manager
- Success Centre Teacher to deliver a major part of the alternative curriculum, mainly BTEC Construction and Motor Vehicle Studies

Success Centre

Recognising the diagnostic learning needs of our students, a Success Centre was established at the start of the 2012-13 academic year to cater for students requiring emotional, behavioural and educational support. FSM students access the Success Centre for testing, support and curriculum intervention, all of which are provided by a large team of teaching staff and educational support workers.

SEN Nurture Group

Intervention groups have been established to support a core group of FSM students who experience difficulties in mainstream lessons due to a variety of social, emotional, behavioural or educational factors. Such students are supported in a safe and stimulating environment in our newly erected 'Success Centre'.

Here, they have access to a variety of support services provided by staff with specific talents and responsibilities, e.g. SENCO, Behaviour Support and Learning Mentors.

Gifted and Talented

Our G+T coordinator is a member of the Senior Leadership Team. Her primary task is to ensure that the needs of students who are recognised as being gifted and/or talented are met. The attainment and progress of our G+T students needs to be higher across the curriculum as evidenced by data contained in the latest 'RAISE on-line'. A number of interventions are currently being actioned which will also impact upon the G+T students who are entitled to FSM.

House System

A revised system to encourage wider student participation in the general life of the Academy covering sporting, cultural and aesthetic activities and competitions.

Careers Advice and Guidance

A Careers Adviser has been employed for 1 day per week to work with Year 9, 10 and 11 students with FSM. All Year 11 students receive an individual 'interview' to support them in their career planning as well as applications into either a Post 16 centre or on to a local College of Further Education.

Here, they have access to a variety of support services provided by staff with specific talents and responsibilities, e.g. SENCO, Behaviour Support and Learning Mentors.

Enrichment Activities

Each Friday afternoon, a range of enrichment activities are provided for all students to participate in. The aim is to add additional fun and relevance to activities provided by the Academy.

Rewards Scheme

The Academy praise and rewards scheme was revised and overhauled to operate during the 2012-13 academic year. Students entitled to FSM have been in receipt of rewards outcomes, a figure which is growing throughout the year to date.