Workington Academy Pupil Premium Funding 2016-2017

Pupil Premium Funding was introduced by the government in 2011. The Pupil Premium Grant is funding allocated to schools to enable them to provide additional support to their disadvantaged pupils. The aim of the grant is to help close the attainment gap between disadvantaged pupils and their peers. In 2016-17 secondary schools will receive £935 for students who have been eligible for Free School Meals at any point in the last six years.

Children who are Looked After attract a higher rate of funding than children from low-income families – the 'pupil premium plus', which will remain at £1,900 per pupil for 2016-17. This is to reflect the unique challenges they face at school where they often struggle to keep up with their peers at both primary and secondary level.

Specifically, Pupil Premium Funding allows us to address the main barriers to educational achievement faced by disadvantaged students at Workington Academy. Our priorities are:

1. Ensure students who have historically underachieved or are currently underachieving in the critical subjects of Maths and English catch up as rapidly as is possible with their peers.
2. Ensure students who are more able are stretched and challenged both in and out of the classroom.
3. Ensure students who may have had gaps in their learning in all subjects, in addition to the core, catch up with their peers and make outstanding progress.
4. Ensure vulnerable students have good attendance and punctuality so that any gaps in progress are not widened.
5. Ensure students who lack confidence or self-esteem have a variety of support in place to build up emotional resilience, thereby improving their access to high quality learning.
6. Enable students to have access to a broadened offer of enriching and academic opportunities ensuring they develop their aspirations and aim high at all times.
7. Ensure students who may find it difficult to study independently at home to receive support and resources at school before, during or after the school day.
8. Ensure students who may not have been exposed to the advantages of further and higher education, have this experience demystified for them and made attractive and accessible.

Dates for review:

- Interim reviews: 9 January 2017, 24 April 2017
- **Final review: September 2017**

Pupil Premium at Workington Academy

The percentage of students eligible for PPF (Yr 7-11) at Workington Academy at the start of 2016/17 is 34.6% which is higher than both the Cumbrian and National averages.

Spending Proposal 2016-2017 based on the January 2016 census data:

	PPF allocation per student	Total allocation
Number of Students eligible for PPF (Year 7-11)	250	£233,283
Number of Students eligible for Service child PPF	0	
Number of Students eligible for LAC PPF	3	£5,700
Total eligible for funding	253	£238,983

1. Ensure students who have historically underachieved or are currently underachieving in the critical subjects of Maths and English catch up as rapidly as is possible with their peers.				
Range of provision	**Cost Approx.**	**Examples of support**	**Level of Impact**	**Intended impact**
• Small group support • Additional literacy lessons at KS3 • Personalised literacy and maths programmes	£55,782	• Additional teaching from HLTA • Tailored and bespoke timetables in Year 11 • Accelerated reader at KS3 • Saturday and holiday interventions • Intervention trackers • Assertive Mentoring	High High Medium High High High	Year 11: Reduce the P8 gap between disadvantaged students and others to at least -0.2 • Progress 8 +0.14 • 5+ Maths 33% • 5+ English 39% • 5+ English and Maths 30% Key Stage 3: At least 60% of overall Progress 8 scores are positive Accelerated Reader: reading age gain per calendar month shows students reading age in line with chronological age Percentage of disadvantaged students attending interventions in line with others.

2. Ensure students who are more able are stretched and challenged both in and out of the classroom.				
Range of provision	**Cost Approx.**	**Examples of support**	**Level of Impact**	**Intended impact**
• Small group support • Free/subsidised enrichment • Curriculum enhancements • In-class identification of students using MINT seating plan software	£29,241	• Additional teaching from HLTA in English and maths • Masterclasses in getting grade 8/9 or A/A* • University visits – Oxbridge and Russell group • Duke of Edinburgh	High High High High Medium	Year 11: HAPs (total 5) P8 +0.15 Students involved in masterclasses achieve grade 8/9 or A/A* in internal exams and external exams Students surveyed feel challenged by DofE; students achieve bronze/silver/gold award

		• Mini-Extended Project		Students completing Mini EPQ have opportunities to publicly share their work. Surveys show these students feel challenged. Applications made to Russell Group universities

3. Ensure students who may have had gaps in their learning in all subjects, in addition to the core, catch up with their peers and make outstanding progress.				
Range of provision	**Cost Approx.**	**Examples of support**	**Level of Impact**	**Intended impact**
• Data team to track vulnerable groups progress • Alternative pathways, including college courses • Internal interventions across all subjects	£36,891	• Tailored and bespoke timetables in Year 11 • Saturday and holiday interventions • Intervention trackers • Study skills sessions • Targeted mentoring for boys e.g. through PE department, including meetings with students and parents • Academic mentoring • ECDL qualification • Assertive Mentoring	High High High Medium Medium Medium Medium High	Disadvantaged students achieve + P8 scores across the P8 buckets: English, Maths, EBAC and Open. Disadvantaged students on alternative pathways make at least expected progress Percentage of disadvantaged students attending interventions in line with others. Gap between disadvantage boys and other boys at least -0.2 Students taking ECDL achieve Merits and Distinctions

4. Ensure vulnerable students have good attendance and punctuality so that any gaps in progress are not widened.				
Range of provision	**Cost Approx.**	**Examples of support**	**Level of Impact**	**Intended impact**
• Provision to improve attendance through in-school Attendance Officer • Additional pastoral support	£49,471	• Full-time Attendance Officer • SPOs managing attendance and behavior and overall support	High High	Attendance in line with national averages Reduction in number of late break detentions

5. Ensure students who lack confidence or self-esteem have a variety of support in place to build up emotional resilience, thereby improving their access to high quality learning.				
Range of provision	**Cost Approx.**	**Examples of support**	**Level of Impact**	**Intended impact**
• Self-esteem sessions • Mentoring • One-to-one support • Additional pastoral support from Student Provision Assistants	£47,300	• SPOs managing attendance and behavior and overall support • SPAs managing pastoral support • Community mentors, such as Young Cumbria and Reaching Out • Student leadership/peer mentoring	High High Medium Medium	Attendance in line with national averages Reduction in number of late break detentions Percentage of disadvantaged students attending interventions in line with others.

6. Enable students to have access to a broadened offer of enriching and academic opportunities ensuring they develop their aspirations and aim high at all times.				
Range of provision	**Cost Approx.**	**Examples of support**	**Level of Impact**	**Intended impact**
• Free/subsidised enrichment • Curriculum enhancements	£6,000	• Duke of Edinburgh • Student leadership opportunities • Interview days	High Medium Medium	Student voice from university trips show students have high aspirations; % students who attend university trip go on to attend university Students surveyed feel challenged by DofE; students achieve bronze/silver/gold award Student option choices survey show students know which skills they need for future education/careers NEET figures

7. Ensure students who may find it difficult to study independently at home to receive support and resources at school before, during or after the school day.				
Range of provision	**Cost Approx.**	**Examples of support**	**Level of Impact**	**Intended impact**
• Learning Resource Centre • Homework and breakfast clubs • Resources that enable students to study at home • Transportation home which enables students to stay after school	£3,850	• Extended hours in the school library • Free equipment • Materials/resources for practical subjects, such as ingredients for food, supplies for art, etc.	Medium Low Low	Percentage of books borrowed in line with others Reduction in number of C2/C3 detentions for homework and lack of equipment Percentage of disadvantaged students attending interventions in line with others.

8. Ensure students who may not have been exposed to the advantages of further and higher education, have this experience demystified for them and made attractive and accessible.				
Range of provision	**Cost Approx.**	**Examples of support**	**Level of Impact**	**Intended impact**
• Careers advice starting at KS3 • Specific careers advice at Year 10 and Year 11	£2,000	• University visits – Cumbria and beyond • Mock university interviews • Community mentoring	High High Medium	Student voice from university trips show students have high aspirations; % students who attend university trip go on to attend university Applications made to universities Students received feedback from mock interview day and act upon it. XXX% go on to university. Student option choices survey show students know which skills they need for future education/careers NEET figures