

Pupil Premium

What is it?

The Pupil Premium funding is a sum of money allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as Ever 6 FSM). Funding is allocated to schools to work with pupils:

- who have been in receipt of FSM any time over the past 6 years (known as Ever 6 FSM).;
- that were adopted from care in England (including those adopted before December 2005);
- that left care under a Special Guardianship Order (under the Children Act 1989);
- that left care under a Residential Order (under the Children Act 1989);

Why has it been introduced?

The Government believes that Pupil Premium is the best way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Readers should be aware that, given the current reduction in school budgets, Pupil Premium does not represent a new source of funding, but simply a reallocation of existing resources away from one group towards another. Whilst we are broadly in support of this initiative, we take issue with the premise that such a re-distribution can be achieved without difficult choices surrounding the allocated funds.

Notwithstanding the observations above, Berwick Academy is fully committed to narrowing this gap, whilst recognising that all our students are equally important and striving to create the best opportunities and experiences for all students. Furthermore, the leadership and Governors believe that a greater scrutiny of the support given to the most vulnerable students can only serve to improve the teaching and leadership within the school and we welcome the rigour that this has introduced to our thinking in a number of areas.

A brief outline of the school's Pupil Premium Profile is provided below:

Berwick Academy Pupil Premium Profile 2015/16	
Total number of pupils in school (Oct 2015 Census)	692 of which 491 are in Year 9-Year 11
Number of PP- eligible pupils	120(deprivation) + 2 (service) + 5.17 (LAC)
Amount per funding per pupil	£935(deprivation) +£300(service) +£1,900(LAC)
Total pupil premium budget (EFA revised allocation)	£112,800 LAC Funding £9826

A comparison of total funding over the last three years against **2016-2017** projected fund is shown below:

Berwick Academy Pupil Premium Funding – 3 Year Trend				
	2016/17	2015-16	2014-15	2013-14
	Projected	Actual	Actual	Actual
Pupil Premium Funding	123,420	112,800	115,665	112,500
As a proportion of total Funding	3.3%	2.9%	2.8%	2.8%

The last two Ofsted Inspections, conducted in October 2013 and January 2015 evaluated the school's current position with regard to Pupil Premium as follows:

Evidence of School Performance	
Key Statements from Ofsted report(s)	<p>15-16 Oct 2013</p> <p>More effective use of the additional funding received through the pupil premium ensures that eligible students are making more rapid gains in their learning. Nonetheless, academy leaders recognise that the gaps between students who are supported by the pupil premium and other students are not closing fast enough.</p> <p>26-27 January 2016</p> <p>Leaders' use of the pupil premium funding has not been effective enough to secure sufficient improvements for disadvantaged pupils. The gaps in attainment and progress between these pupils and others are too wide and have not narrowed quickly enough.....an external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.</p>

The shift in assessment between the two reports was in response to a widening gap in English in the 2014/15 student outcomes. This gap widened, not because Pupil Premium students did worse than the prior year, but because the non-pupil premium students had performed better, and the Pupil Premium students had remained broadly similar. This year the gap has narrowed again.

The Ofsted report recommendation that the school carry out a Pupil Premium Audit, ignored the fact that a Self-Evaluation and Pupil Premium Audit, by Anita Bath of Sacred Heart High School, had already taken place in 2015.

The audit identified 8 areas of focus to ensure that our disadvantaged students make the best progress they can. A summary of the issues and objectives in each of these 8 areas, together with the amount of Pupil Premium Funding allocated to each area for the year 2014/15 and 2015/16 is shown below.

How Pupil Premium Money is invested					
Focus	Barriers to Learning	Desired Outcomes	Success Criteria	Cost 2015/16	Cost 2014/15
Literacy	Inability to access texts and relate to the broader curriculum	<ul style="list-style-type: none"> Greater confidence with text Improved extended writing 	Proportion of Disadvantaged students achieving/exceeding expected progress in English increases	£33,311	£14,599
Numeracy	PP students lack confidence with basic numeracy and fail to achieve the numeracy threshold for apprenticeships and sixth form	<ul style="list-style-type: none"> Greater confidence with basic manipulation of number 	Proportion of Disadvantaged students achieving/exceeding expected progress in Maths increases	£6,471	£10,365
Attendance	Students who have poor attendance fall behind relative to their peers.	<ul style="list-style-type: none"> Disadvantaged students attend and achieve 	<ul style="list-style-type: none"> Reduction of >10% absence No gap between average attendance of PP and non-PP students 	£19,451	£16,566
Aspiration	Students do not access the additional support offered because they do not value it	<ul style="list-style-type: none"> More students reaching threshold for sixth form PP students making 3L at GCSE 	<ul style="list-style-type: none"> Improved 3L for PP students Reduced PP NEET 	£22,708	£5,950
Parental Engagement	Parents do not know how to support their child	<ul style="list-style-type: none"> Parental engagement improves 	<ul style="list-style-type: none"> % Attendance at parent evenings is the same for PP and non-PP students 	£7,585	£3,318
SEN	Unidentified/identified SEN needs of PP students are not met	<ul style="list-style-type: none"> Responsive regime of testing for SEN Personalised programmes of support for SEN students 	The gap between SEN PP and SEN Non PP students is eliminated	£2,700	£45,519
Exam Prep	<ul style="list-style-type: none"> Accessibility to good revision material Support from home regarding revision Exam technique Revision skills 	<ul style="list-style-type: none"> Students feel better prepared for exams Students understand how to maximise their outcomes in exams 	<ul style="list-style-type: none"> Students attain 3L of progress Gap narrowed between PP and non-PP students Improved attainment at 5A*-C Improved attendance at examinations 	£17,138	£7,088
Curriculum	Students are unable to access the curriculum and become demotivated	<ul style="list-style-type: none"> Students are engaged and happy and this impacts positively on all aspects of the curriculum 	<ul style="list-style-type: none"> All students feel they have a curriculum which meets their current and future needs 		£572
			TOTAL PUPIL PREMIUM FUNDS EXPENDED	£109,364	£103,977

Impact of the Pupil Premium

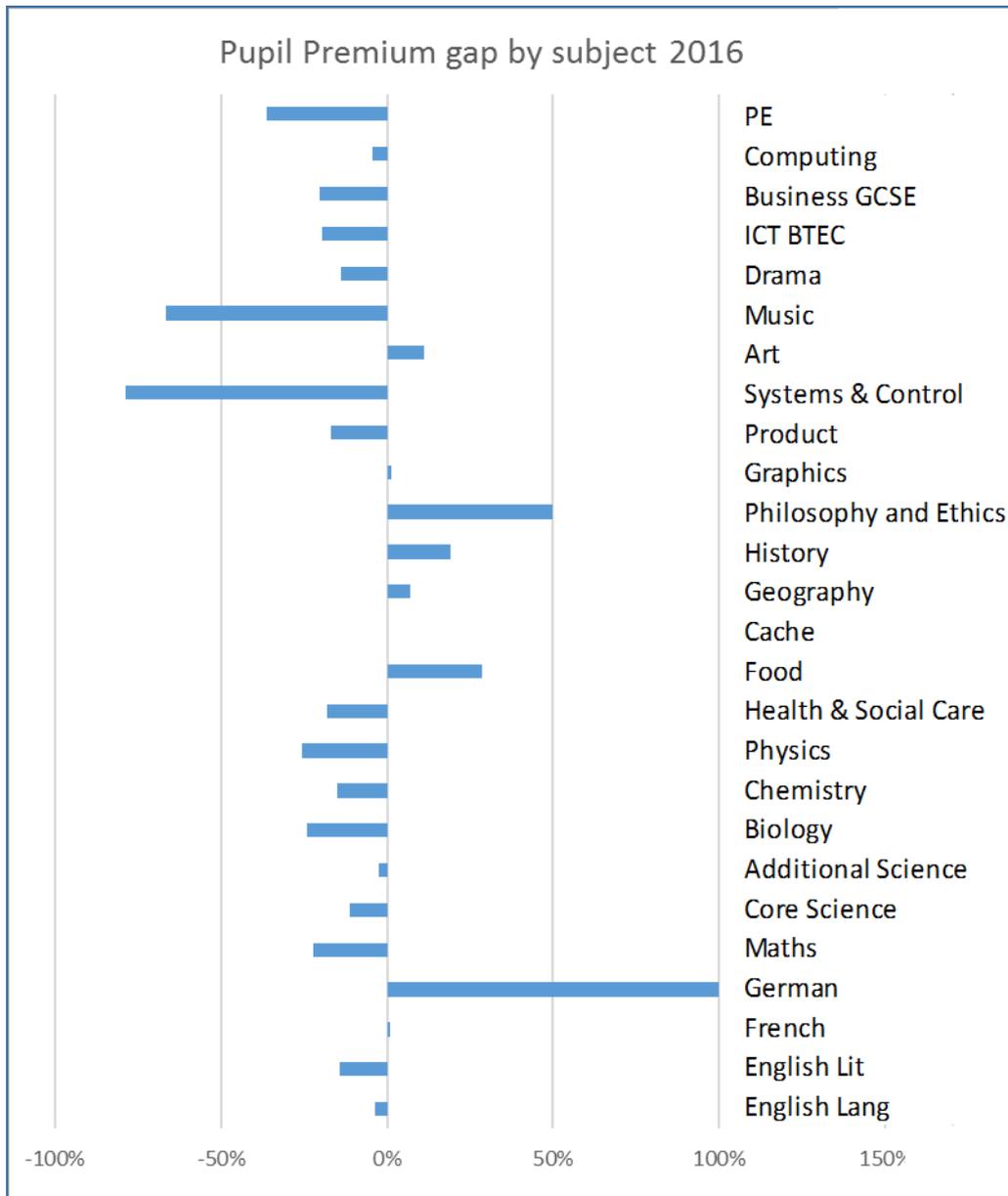
Pupil Premium funding has helped to sustain interventions with a positive impact upon student outcomes. However, the school recognises that the academic performance of disadvantaged children is a deeply embedded issue which can only be resolved through a long term investment in the consistency of leadership, teaching and community relations. The performance data below highlights that the gap between non disadvantaged and disadvantaged students is not narrowing in all areas. The school has reviewed its interventions and is confident that academic strategies are broadly the right ones and are supported by independent evidence as to what works. The school perceives that the remaining issues are around student's aspiration, attendance and parental engagement. This assessment will inform future pastoral strategies going forward.

Free School Meal Students

Impact on Outcomes				
2011-2012	School	National	Region	County
% 5 A* -C Including English and Maths	39%	36%	33%	26%
2012-2013	School	National	Region	County
% 5 A* -C Including English and Maths	39%	38%	35%	25%
% students making expected progress in Maths	60%	54%		
% students making expected progress in English	68%	56%		
2013-2014	School	National	Region	County
% 5 A* -C Including English and Maths	32%	37%		
% students making expected progress in Maths	50%	49%		
% students making expected progress in English	46%	59%		
2014-2015	School	National	Region	County
% 5 A* -C Including English and Maths	23%	36%		
% students making expected progress in Maths	63%	49%		
% students making expected progress in English	39%	57%		
2015-2016	School	National	Region	County
% 5 A* -C Including English and Maths	31%			
% students making expected progress in Maths	45%			
% students making expected progress in English	58%			

3 year average	School	National
% 5 A* -C Including English and Maths	29%	
% students making expected progress in Maths	53%	
% students making expected progress in English	48%	

The graph below highlights the way the school works with faculties to assess whether the progress of Pupil Premium students is beginning to come in line with that of their peers. The school aims for the gap to close to less than 15% in every subject within the next two years. It should be noted that, in most subjects, the number of disadvantaged students is very small and the statistics must be read with an element of caution. In these instances, teachers will review the performance of the individual students concerned, relative to their performance across a range of subjects.



Looking forward the school anticipates that the pattern of spending this year will be essentially the same with an emphasis on the following:

- Continuing GCSE Intervention Strategies for Maths and English
- Provision of materials in English, Maths and Science to aid students who are identified SEN and pupil premium.
- Provision of curriculum and resources for students who are identified as GATE and pupil premium
- Additional mentor support
- Funding for alternative provision
- Improved attendance monitoring and intervention
- More resources in the data support team to enhance monitoring and targeting of identified students across the year groups.
- Provide funding for the completion of GCSE coursework projects