

JOSEPH LECKIE ACADEMY PUPIL PREMIUM REPORT 2018-19

Priority

The overall priority is to narrow the disadvantage gap by addressing inequalities and raising the attainment of more students in low-income families. This statement of intent reflects the Academy's belief in Inclusion for all, that students will benefit from the widest choice of education, and that, it is the people around the child who make the real difference through the creation of a learning environment that fosters development of the whole child, promotes good attendance and learning behaviours, and instils in students confidence and resilience. It is the Academy's intention that all students will experience an Academy day which, in the normal course, provides an appropriate, culturally rich and broad academic curriculum, delivered to allow all students to make good progress in every lesson.

The Academy assesses the individual needs of eligible students, personalising the support they receive wherever possible.

Objectives

The Academy has set the following objectives with regard to Pupil Premium:

- measure progress against National non-PP data (referred to as 'other' by DfE), ensuring students reach their full potential when compared to 'other national', which takes away any limiting factor of deprivation which, if compared to 'the Academy' or 'locally', could lower expectations;
- remove real or perceived barriers;
- widen experiences, aiming to develop 'the whole child' by meeting their academic, emotional and social needs;
- identify each eligible student's progress in all year groups throughout the year to prevent gaps widening
- give due regard, when seeking to deliver these objectives, to sensitivity and discretion when identifying eligible students;
- ensure eligible students are on a curriculum that will not limit their opportunities;
- instil a moral purpose and ethos in the Academy, the staff and the Governors in-line with its values;
- empower staff to believe that a child's birth is not their destiny and in doing so widen horizons and raise students' aspirations for their futures;
- Foster a 'no excuse' culture in the Academy, providing a clear vision for improvement;
- deliver discreet, targeted, Academy-wide and/or subject strategies embedded in our day-to-day teaching practice that meets the needs of each learner;
- where reasonably practicable, seek to address any underlying inequalities between disadvantaged students and their peers;
- consider introducing an element of PP performance management for all teaching and support staff;
- involve Governors in monitoring and evaluating effectiveness of strategies;
- be able to evaluate the impact of spending on strategies;
- analyse diagnostically underachievement in English mathematics and science;
- provide a clear audit trail;
- use progress data and other monitoring strategies frequently to check effectiveness of teaching and adjust accordingly to secure improvement;
- secure good attendance and behaviour, instilling in students confidence and resilience;

- use an evidence-based approach to ensure objectives are met ;
- further promote and develop communications with parents/carers to maximise student engagement.

Key Targets following Analysis of Need

- Improve progress by ensuring that attainment for all students including PP in English and mathematics is further improved and students are achieving or exceeding their expected outcomes for grades 9 to 1;
- To increase Progress 8 for 2019 GCSE Pupil Premium students:
- English
- Mathematics
- Science (All PA)
- MFL (All PA)
- Humanities (All PA)
- English Baccalaureate Subjects
- Open Subjects (All PA)
- Achieve 96% attendance;
- Monitoring ‘Behaviour Incidents’ at regular intervals to identify difference between PP and non PP students and put in place strategies to remove gaps;
- Raise the awareness of Pupil Premium amongst the staff, including accountability and ownership;
- Bank of teaching ‘in-class’ strategies that can be implemented by all;
- Increase attendance of parents/carers to Academy events to at least 75%
- Improve the uptake and use of the MyEd App by parents to at least 75% across all Year groups.

Key Strategies

- 1, Teaching staff have a Performance Management target for eligible students to meet their expected outcomes which match those of non-eligible students;
2. All curriculum areas and areas with Pupil Premium responsibility to document and update at least three times a year their Pupil Premium plans;
3. All meetings to include Pupil Premium as a standing agenda item;
4. Part-fund all educational visits for eligible students;
5. Part-fund music tuition for eligible students;
6. Provide broader experiences, for example, Activities Week and other educational trips;
7. Provide Year 10 / 11 students with revision and workbooks to the value of £30 each student;
8. Contact parents/carers prior to Parents’ Consultation Events to secure an appointment;
9. Monitor attendance at consultation events and follow up with communication home;
10. Subject meetings with Link member of LT four times a year to discuss all outcomes following data collection with a particular focus on PP students;
11. Breakfast Club available for all students;
12. Mentoring of Pupil Premium students by Leadership Team and HOFs / HODs;
13. Home Liaison Officer / Attendance Team to raise attendance and engagement;
14. All Year 11 students to have a meeting with Careers Officer to secure destinations;
15. CIAG;
16. Continue the monitoring of progress to identify the widest gaps between staff predictions (data) and expected outcomes across 8 qualifying subjects with a subsequent targeted personalised intervention package for identified students. This will be led by the Assistant Principal (Pupil Premium) and associated staff with significant involvement of the Leadership Team.

Senior Leadership Team Pupil Premium Support Group

Every member of the Leadership Team will have a group of Pupil Premium students who they work with on an individual basis at least once every half term. More time will be spent with those who are not making expected progress. The time spent with students will allow them to become familiar with a senior member of staff and feel more comfortable and confident in the Academy environment. It also allows the senior members of staff to be aware of any issues arising with these students and put necessary measures in place to support them. Along with being able to provide this personal support to students, senior leaders are also able to quality assure the provision that all students, but particularly Pupil Premium students, are receiving across the Academy. This means that good professional practice is being identified, celebrated and shared, and any areas where modifications are needed are identified and addressed. This will provide an insight into the way in which Pupil Premium support is being allocated and monitored and allows the Leadership Team to evaluate the impact through both data analysis and anecdotal evidence gathering.

Attendance	Staffing = £55,000 MyED App =£10,000 Total = £65,000	Support for improving attendance via Attendance Intervention Officer, Attendance Officer and Home School Liaison. Targeted attendance mentoring and support for students who have attendance challenges. The MyED App is used to alert parents regarding non -attendance (text messaging service to parents).
Vulnerable Students	Total = £120,000	Learning Support Centre staff involved in mentoring, guidance and support for individuals via Academy staff and colleagues from other agencies.
Key Stage 3 Intervention/Support	Total £30,000	Small group extraction with subject specific / learning / behaviour support
Key Stage 4 Intervention/Support	Total = £30,000	Personalised curriculum tailored to individual needs in Year 11. Support from subject areas as well
Year 11 Book Purchases	£30 per student x 99 PP students = £2970	Range of Revision and other exam / revision materials

Miscellaneous	£500 £2,000 £1,500 £3,000 £5,000 £10,000 Total = £22,000	Bus Passes Uniform Baseline Testing Laptops Trips 1 : 1 Tuition
TOTAL	£489,970	

BREAKDOWN OF PUPIL PREMIUM PUPILS PER YEAR 7 – 11

Year Group	Number of Pupils	Percentage of Cohort
7		
8	107	44.77
9	183	78.88
10	113	50.67
11	97	47.78
Overall Total	599	51.29

The Academy has a much greater number of Pupil Premium students than schools nationally.

ATTAINMENT GAPS

Measure	2016			2017			2018 (Unvalidated data)		
	Academy	National	Gap	Validated Academy data PP	National Validated other	Gap	Academy PP	National Other (2017)	Gap
Grade 4 to 9 with English & maths	49	70	-21	42	71	-29	52.5	71	-18.5
Grade 5 to 9 with English & maths				23	43	-20	22	43	-21
Grade 4 to 9 in English	64	80	-16	54	75	-21	69	75	-6
Grade 5 to 9 in English				38	58	-20	43	58	-15
Grade 4 to 9 in Maths	54	75	-21	51	76	-25	58.6	76	-17.4
Grade 5 to 9 in Maths				30	56	-26	32	56	-24

ACHIEVEMENT

Measure	Validated Data 2015		Validated Data 2016		Validated Data 2017	
	Pupil Premium	Gap	Pupil premium Progress	Gap to other national	Pupil premium Progress	Gap to other national
Percentage of pupils making expected progress or better in English	59	-16				
Percentage of pupils making expected progress or better in maths	58	-13				
Progress 8			-0.15	-0.31	-0.3	-0.4
English Progress			-0.21	-0.44	-0.2	-0.3
Maths Progress			-0.05	-0.3	-0.2	-0.3
EBAC Progress			-0.36	-0.56	-1	-1.1
Open Progress			0.04	-0.14	0.1	0

ATTENDANCE

	2015 (ROL)			2016 (ROL)			2017 (ROL)			2018 (Academy)		
	Pupil Premium Students	All Students	Gap	Pupil Premium Students	All Students	Gap	Pupil Premium Students	National	Gap	Pupil Premium Students	National	Gap
Percentage of sessions missed due to absence	5.6	5.2	-0.4	5.9	6.6	0.7	6.0	7.8	1.8	6.5	Not Known	

Our overall aim is to continue to narrow the gap between the attainment of Pupil Premium and non-Pupil Premium students.