

Walton Hall Academy

Pupil Premium Report

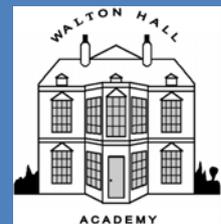
2014 – 2015

Plans for 2015 – 2016

Developed:
September 2014

Revised:
August 2015

Review Date:
July 2016





Walton Hall Academy



Why has Pupil Premium been introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Whilst we are free to spend the Pupil Premium as we see fit we are required to publish online information about how we have used the Premium

Pupil Premium provides additional funding for three groups of “disadvantaged” pupils:

1. Those registered for free school meals at any point in the last six years
2. Looked after children
3. Those who are children of service personnel

What is it?

Those registered for free school meals (FSM), at any point in the last six years (known as ‘Ever 6 FSM’)

Parents can claim FSM for their children if they receive benefits that include: Income Support
Income based job seekers allowance

Income related employment and support allowance

Child tax credit but **not** working tax credit and the household income is not more than £16,190.

The guarantee element of state pension credit (from 30th April 2005)

Support under part V1 of the Immigration and Asylum Act 1999

Check to see if your child qualifies for free school meals and find out how to apply at:

Staffordshire County Council:

Website: www.gov.uk/apply-free-school-meals/staffordshire

Email: freeschoolmeals@staffordshire.gov.uk

Telephone: 01785 854990

Those who have been looked after children (LAC) continuously by the local council for more than six months. From April 2014 this will be from day one of being in care. Also from 1st April 2014 this can include children adopted from care, or who left care under a Special Guardianship Order on or after 30 December 2005. Also under a Residence Order on or after 14 October 1991.

Please inform the school about your child and provide supporting evidence, for example, the original Adoption (Court) order.

Those who are children of service personnel or those whose parents have been killed in service and receive a service pension.

If you have any queries or require any further information please contact:

Helen Turner: Finance manager: 01782 279881 email: bfinance@bcfederation.co.uk

Chris Timmis: Walton Hall Academy School Office: 01785 850420 email: ctimmis@waltonhallschool.net

Breakdown of Pupil Premium pupils at the academy

	2013 - 2014	2014 -2015
Total Number of pupils on roll	122	117
Total number of pupils eligible for PP Grant	30 (actual including 3 LAC) 42 (forecast by LA)	29 (actual including 3 LAC and 1 service child) 35 (forecast by LA)
Total amount of PP Grant received	£37,800	£32,725
Attendance for PP pupils	92.42%	96.23%
Attendance for non PP pupils	91.44%	93.43%

Number of pupils and Pupil Premium Grant received 2014- 2015

	Number of Pupils	Allocation
Total Number on roll	117	
Total number of pupils eligible for PP Grant	29 (actual) 35 forecast by LA	£32,730
FSM	25 (actual)	
Service Children	1 (actual)	
CLA (Qualify for Pupil premium plus)	3 (actual)	
Total amount of PP Grant received	£32,730	

How the funding was spent 2014 – 2015

Area of need and allocation of Pupil Premium grant	Intervention / Description	Impact :
<p>As a Special School, pupil performance targets are set for individual students. Analysis shows that there is little or no variation in the performance of our students who receive Pupil Premium and the rest of the school population and therefore the gap is closing at a similar rate for all groups and in line with the progression guidance.</p> <p>A high proportion of our students receiving Pupil Premium are meeting and exceeding their targets.</p>		
<p>Intervention strategies for GCSE and externally accredited courses have been additionally resourced</p> <p>PP Grant allocation: 35% (£11, 453.75)</p>	<p>More IT resources to support delivery of curriculum and recording work. Lap top trollies across Ks3 and Ks4 / 28 lap tops purchased to support curriculum activities. This enabled all students in each class to have an allocated lap top to save and record work.</p> <p>Read Write Gold software updated. All lap tops have this facility and headphones purchased to enable students to access this software to support curriculum activities.</p> <p>Maths booster classes: Ks4 students accessed a smaller group with focussed work aimed at increasing basic numeracy skills to enable them to access E3 – L1 qualifications.</p>	<p>All students have an allocated lap top for recording work enabling personalisation of software possible.</p> <p>Students who struggle with reading now readily access course materials and trial exam papers.</p> <p>Maths KS4 : 9 PP students 1 student achieved L1 1 student achieved E3 1 student achieved E2 1 student achieved GCSE</p>

	<p>English booster classes: Ks4 students accessed a smaller group with focussed work aimed at increasing basic literacy/comprehension/ speaking and listening skills to enable them to access E3 – L1 qualifications.</p> <p>English/Maths intervention groups: 1:1 tutoring for 3 Ks3 students to accelerate progress to enable access to L1 maths qualification in Ks4.</p> <p>Resource packs for holiday revision: personal CD's produced to support course work and revision for L1 examinations.</p>	<p>Maths at C grade</p> <p>English: KS4 1 student achieved L1 1 student achieved E3 1 student achieved E2 1 student achieved GCSE English at D grade</p> <p>41% of Maths Interventions are with Pupil Premium Students</p> <p>28% of Science Interventions are with Pupil Premium Students</p> <p>66% of English Interventions are with Pupil Premium Students</p> <p>14 Y11 Students</p> <p>100% attained at least 1 achievement certificate throughout the year with</p> <p>2 achieved <u>9 Qualifications</u></p> <p>10 achieved between 5 and 8 qualifications</p> <p>For 2 of our students only 1 qualification Personal Progress is available (Bottomless Entry Level 1)</p>
<p>Literacy / Reading skills / writing / communication</p> <p>Pupil Premium Grant allocation:</p> <p>35% (£11,453.75)</p>	<p>Student 1:1 interventions which include: Toe by Toe to secure early reading skills Handwriting Communication groups to support SALT Reading / Precision reading Resources have been purchased to support the delivery of these interventions. A group of 4 TA's and 3 volunteers have received training to enable them to deliver this specialised support to students on 1:1 basis. A teacher has been given additional time to co-ordinate and monitor the delivery of these programmes. A TA has been given time to baseline reading on entry and then re-test annually to monitor progress and where specific targeted interventions are required.</p>	<p>20% of the pupils tested were PP students</p> <p>25% of this 20% this was a baseline test: 1 student RA was 6 yrs below his chronological age 1 student RA was 3yrs 8mts below their chronological age 1 student was 2yrs 2mts below their chronological age 1 student was 5yrs8mts below their chronological age 1 student was 4yrs 10mts above his chronological age 10% of the 20% this was a re-test:</p>

		<p>2 students made between 4 – 6 months progress 2 student made between 7 – 9 months progress 1 student made 10 – 12months progress This demonstrates that over time with interventions students are making good progress in reading.</p> <p>27% of PP students access focussed Literacy interventions compared to 37% of non-pupil premium students</p>
<p>Self-esteem / social and emotional / inclusion</p> <p>Pupil Premium Grant allocation: 20% (£6,545)</p>	<p>Funding for inclusion e.g. uniforms; trips; visits; equipment; enhancement opportunities and rewards. Many students learn by experience the theatre trips have enabled the students to experience 'live theatre' which in turn has made set texts, drama projects and history come alive. Theatre tickets / entrance fees have either been paid in full or heavily subsidised to enable students to participate in these activities. In food tech all students have ingredients provided for them or have them subsidised to ensure they are able to partake in practical sessions alongside their peers. Achievements are recognised on a weekly basis in our achievement assembly: certificates and trophies have been purchased to support this.</p>	<p>This additional funding supported our beliefs that all children should be included in enrichment experiences regardless of financial background and further enhanced our inclusive ethos.</p> <p>100% of PP students accessed at least 1 education trip and many of them more than one.</p> <p>100% of PP students timetabled to access food technology achieved this.</p> <p>2 PP students were allocated lap tops to facilitate access to the curriculum.</p> <p>100% attained at least 1 achievement certificate throughout the year with: 37% PP achieving 5 – 10 achievement certificates compared to 37% non PP</p> <p>47% achieving 10 – 20 achievement certificates compared to 47% of non PP</p> <p>7% achieving in excess of 20 Compared to 5% Non PP</p>

		PP students are achieving more certificates overall than Non PP students, with more PP students being awarded more achievement certificates overall than Non PP students. A real boost to self-esteem!
Attendance / behaviour Pupil Premium Grant allocation: 10% (£3,272.50)	Improved attendance monitoring and intervention for behaviour (Discover): training for staff to administer this system. Rewards for 100% attendance over the academic year: certificates for termly awards have been purchased with gift tokens for annual 100% attendance. Rewards for most nominated student for personal achievement over the academic year: prizes and tokens purchased for these end of year achievements.	Regular monitoring and analysis of attendance enables patterns to be identified and addressed. Students and parents will now question attendance reports if they feel it has been recorded inaccurately. Students are keen to get 100% attendance. Nominations are celebrated and students take a pride in receiving their certificates – a copy is sent home. Parents comment on how proud the students are to receive. This has also improved home / academy communication and raises awareness of the skills of the students. PP students achieved 96.23% attendance in comparison to 93.43% attendance for non-pupil premium students. Pupil premium attendance is 2.8% higher than non-pupil premium students. 2014 – 2015 attendance for pupil premium students compared to non- pupil premium students has increased by 1.82% from 2013 – 2014 attendance figures.

2015 2016: Plans for use of Pupil Premium Grant:

Area of need and allocation of Pupil Premium grant	Intervention / Description	Impact :
<p>The key focus for this year is to introduce Achievement for All programme into the academy. The key focus will be on Key Stage 3 to improve the overall achievements of pupil premium students – key focus will be on reading, writing and communication.</p> <p>Self-esteem / social and emotional / inclusion</p> <p>Attendance / behaviour</p>	<p>Whole academy introduction to Achievement for All training: 7th September 2015.</p> <p>Identify a School Champion to take the strategic lead on the School Programme.</p> <p>Identify a link Governor</p> <p>Develop Middle Leadership skills through the programme of coaching</p> <p>Develop the data tracking system to record small steps of progress made by students</p> <p>Review the provision and delivery of interventions (robust tracking, interrogation and use of data)</p> <p>Complete an audit of staff skills and strengths</p> <p>Students to complete a questionnaire to seek their views on teaching and learning</p> <p>Structured conversation training to be delivered to all staff: 7th September 2015</p> <p>Develop a school model for the delivery of Structured Conversations</p> <p>Develop and monitor the use of behaviour data</p>	<p>Whole academy 'buy in' to improving achievement of all students with a particular focus on Pupil Premium students.</p> <p>Consistent approach to delivery and ensure engagement of staff in delivery</p> <p>Rigour in scrutiny of progress being made by focus group of students</p> <p>Ongoing support for staff in delivery of programme to ensure maximum achievement of all students in focus group</p> <p>Students very clear of achievements made and 'next steps' to reach targets. More engagement in and understanding of progression routes. Students clear of where interventions are needed</p> <p>Immediate identification of where interventions are needed and where amendments or adjustments are required for students.</p> <p>Students are supported by staff who have the skills to support progression and clarify any difficulties.</p> <p>Students taking ownership of learning process and implement change to improve teaching and learning to meet individual student needs</p> <p>Total engagement of parents/carers/families of the target group of students. Parental involvement in the programme to support work taking place in school – accelerate learning and overall achievement of students.</p> <p>Students more aware of impact inappropriate behaviour has on their own learning and the</p>

	<p>Develop a programme of targeted support for specifically identified needs of pupil premium students (reading, comprehension, spelling)</p> <p>Monitor, record and be able to show development of students' well-being and self-esteem</p> <p>Complete an audit of participation for the target group of pupil premium students to show engagement in enrichment and extra-curricular activities.</p>	<p>learning of other students.</p> <p>Individualised programme of support will accelerate learning of students to enable them to access accreditation and course work more effectively</p> <p>Additional support provided to address any individual personal difficulties ie mental health; social and emotional, friendship issues etc</p> <p>Holistic development of students via enrichment. Students have an awareness of skills / interests they have which they can continue beyond the school environment.</p>
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Breakdown of Pupil Premium pupils at the academy

	2014 - 2015	2015 -2016
Total Number of pupils on roll	117	120
Total number of pupils eligible for PP Grant	29	37
Total amount of PP Grant received	£32,725	£29,920
Attendance for PP pupils	96.23%	
Attendance for non PP pupils	93.43%	

Pupil Premium Pupils: Year groups 2015 - 2016

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
Pupil Premium student number	05	04	04	07	05	06	03	03
<i>Non- Pupil Premium Student number</i>	10	8	13	10	13	10	09	10
Attendance Pupil Premium students : Autumn term 2015								
<i>Attendance Non-Pupil Premium students : Autumn term 2015</i>								
Attendance Pupil Premium students : Spring term 2016								
<i>Attendance Non-Pupil Premium students : Spring term 2016</i>								
Attendance Pupil Premium students : Summer term 2016								
<i>Attendance Non-Pupil Premium students : Summer term 2016</i>								

Overall Attendance of Pupil Premium students : 2015 - 2016								
Overall Attendance of Non-Pupil Premium students : 2015 - 2016								