

Pupil Premium at Bosworth Academy

What is Pupil Premium?

Pupil Premium is an allocation of funding provided by the government to offer extra support for students who are eligible for free school meals or have been in the last six years.

How is the Pupil Premium spent at Bosworth Academy?

The Department for Education states that the Academy is free to spend the Pupil Premium however it sees fit. We choose to spend this extra allocation in a variety of ways to ensure that students who are in receipt of Pupil Premium go on to achieve their potential.

2014-15

Amount Allocated and a brief summary of how it was spent:

In 2013-14 178 students were eligible for PP so the academy was allocated £166,430 for 2014-15.

This money was spent in the following ways:

- £145 918 – Extra Staffing
- £6 448 - Achievement For All
- £940 - Specialist Support
- £5 292 - text books, calculators
- £642 - Breakfast club/Meals
- £645 - providing revision guides
- £2 178 - supporting school trips and visits
- £3 847– Transport for Pupil Premium students
- £520 - IT

More detailed explanation of strategies used this year

Part of the Pupil Premium Funding was used to pay to become an 'Achievement for All school'. 'Achievement for All' (AFA) are a charity sponsored by the DFE who provide support and strategies to help raise the performance of disadvantaged students. Our partnership began in September 2013. This has meant that an experienced coach has worked with Mr. Bennett (Assistant Principal) and Vee DeBolster (Pupil premium Champion) on a regular basis throughout the academic year. AFA have four areas of focus:

1. Leadership
2. Teaching and Learning
3. Parental Engagement
4. Wider Participation

These four areas of focus match our key areas for the development of our work with Pupil Premium students. With the majority of our students in Key Stage 4 the key performance indicator of our success is GCSE results which are presented later in the document.

This partnership has led to a number of key developments:

- The Social Mobility Task Force – a group of twenty teaching and non-teaching staff who focused on developing all aspects of our work with PP students.
- A sharper focus on Pupil Premium students in our teaching and learning to eradicate causes of underachievement.
- A group of 45 Year 11 PP students were mentored by members of the Social Mobility Task Force. This mentoring has involved establishing good links with parents, regular meetings with their mentees and a wide variety of strategies to support them in their studies.
- Training from the AFA coach for all members of the group on how to develop structured conversations and enhance our links with parents.
- Students in this group also participated in a visit to the Leicester Outdoors Pursuits Centre to develop resilience.

Pupil premium funding was also used to pay for additional teachers and tutors in English and Mathematics as these are areas of vital importance to pupils' future success. This enabled more personalised learning and increased teacher/pupil feedback providing more targeted support to pupils in particular need. Maths focused tutor groups were also provided during the spring and summer terms for identified pupils.

Students were encouraged to attend study support sessions during lunchtimes, after school and during holidays. These sessions were well attended and targeted Y11 students in receipt of Pupil Premium. We also ran workshops and sessions with motivational speakers to raise aspirations and advise students about exam preparation. These sessions were provided for students from all backgrounds, but always have a percentage of Pupil Premium students in attendance.

We have continued to employ an Attendance Manager, and a work experience/alternative curriculum coordinator, for those students in danger of not achieving their full potential. These staff members work with teaching staff and other outside agencies such as Prospects to offer career advice to raise aspirations. The attendance manager offers solutions to students with low attendance to get them back into school. By working with other agencies and internal networks we were able to create personalised interventions for each student. We have also achieved individual success with the small number of Pupil premium students at risk of exclusion by providing separate support using organisations such as Prospects, Counselling, and alternative providers such as Learn Fit.

We continued to use the Progress Hub to identify students struggling in particular subject areas and gave them access to a more personalised curriculum. This enabled us to work more proactively rather than reactively. Students were able to access revision materials, specialist teachers and 1:1 tutoring/mentoring, there were also opportunities for students to discuss Post 16 pathways with Prospects.

We also had a dedicated fund to allow Pupil Premium Students to apply for funding to support trips, study support materials and for things that help their social and physical development e.g. membership to sports clubs and kit to enable them to participate effectively.

We provided a variety of transport subsidies and support to ensure all our disadvantaged students get to school easily and cost is never a barrier. We run our own bus and minibus service to and from school which we subsidise heavily for PP students.

Performance of Pupil Premium Students in GCSE

We were very disappointed with the overall performance of our PP students in the summer of 2015. We gave more targeted support and intervention and yet in nearly all headline measures we saw a decrease compared to previous years. Although we don't make excuses at Bosworth for poor performance there are a number of explanations:

- Very Low prior attainment - the cohort's APS was 25.66 which is well below the National Average of 27.6
- Many of the PP cohort were already disengaged and demotivated when they arrived at Bosworth in Year 10. The evidence to back this up:
 - KS3 progress - despite their peers arriving with very high end of KS3 scores and well above expected progress the majority of PP students had not made expected progress (in English 61% hadn't made expected progress and in Maths 65% hadn't made expected progress).
 - Average attendance in Year 9 for the PP cohort was 89% - we raised it to 90% over Key Stage 4. This is still low but all the research shows that students' attendance decreases from Key Stage 3 to 4 so our strategies to support attendance were successful. Our disadvantaged students' performance is much improved in 2016.

- In addition to these barriers to success our overall figures look worse because 8 students who all gained 5A*-CEM and high ACPS were removed from the PP list (because it was just over 6 years since they had been FSM) in the lead up to exams. It was not until the results came out and we contacted the LA that this became clear. We had done the right thing and intervened and supported them, but when it comes to Raiseonline and the performance tables these students did not count. Had they counted our 5A*-CEM would have been 36% and in line with NA for disadvantaged students and 4% above Leicestershire.

	Bosworth with (8 who were removed included)	National	Leicestershire
5A*-CEM	36%	36	32
5A*-G	89%	87	86
ACPS	278	260	254
English A*-C	49%	51	45
Maths A*-C	48%	49	48

Although we were disappointed with the outcomes and are determined that in 2016 there will be a big improvement it is clear that there are a number of reasons for the poor performance of PP students. If the issues explained above are taken into account the work that we did with the PP students did have considerable impact even if it did not raise outcomes as far as we had hoped.

The gap between Pupil Premium students and other students nationally have been decreasing over the last three years however as the table below shows there has been an increase in some gaps this year. The table shows this is not part of a trend but a 'blip' that will be put right this year. (These figures are without the eight who were removed just before exams)

	2012 PP	2012 NA other	2012 Gap	2013 PP	2013 NA other	2013 Gap	2014 PP	2014 NA other	2014 Gap	2015 PP	2015 NA Other	2015 Gap	4 Yr gap Close
5A*-CEM	26	64	-38	49	67	-18	41	62	-21	30	63	-33	5
ACPS	303	352	-50	327	351	-24	279	325	-46	251	326	-75	-25
Eng APS	33.2	40.2	-7	37.6	40.5	-2.9	38.6	40.4	-1.8	33.0	40.5	-7.5	-0.5
Maths APS	29.2	40.6	-11.4	33.7	40.9	-7.2	36.1	40.1	-4.0	30.6	40.6	-10	1.4

We have done a full evaluation of the results from last year and identified the strategies which were successful and unsuccessful. Based on this evaluation we have decided which strategies we need to focus on this year. These strategies are explained clearly later in this document.

OFSTED Inspection February 2014

OFSTED stated:

'Additional funding to support the achievement of students eligible for the pupil premium is used effectively. There are some innovative uses of funds which includes a social mobility task force made up of teaching and support staff to develop opportunities for the most disadvantaged students across the academy.'

The report also said of the governors:

'..they understand how pupil premium funding is used, by how quickly the gap between eligible students and others is closing and how what further work needs to be done.'

Challenge Partners External Review 2014 and 2015

'..an extensive range of strategies is also in place to support critical groups such as pupil premium students.'

Sutton Trust Evaluation

In line with research from The Sutton Trust we have evaluated the cost effectiveness of the provision for 2014-15. The Sutton Trust provides advice to schools on which interventions provide the most effect in terms of raising achievement, directly related to what these interventions cost a school to provide. The table below shows the impact of the interventions that we have spent money on.

Interventions/Actions	Impact Sutton Trust	Impact School Opinion	Cost
Extra staffing			
Over staffing in English and Maths	Moderate	High	Very High
Targeted Support by Keyworkers;; Attendance Manager; Work Experience / Alternative Curriculum	Moderate	Moderate	Very High
Part of salary of Assistant Principal Pupil premium (SLT member focused on ensuring PP remains high on agenda of Academy) Pupil Premium Champion TLR	Sutton trust don't comment on the impact	High	High
Interventions/Actions			
SEN/D, LAC Specialist Provision (Individualised Instruction HLTAs)	Moderate	High	High
Enhanced Tutoring (Support Staff attached to tutor groups)	Sutton trust don't comment on the impact	Low	Low
Achievement for All			
We continued to be an AFA school	Sutton trust don't comment	High	Moderate
Interventions for English, Maths and Science, holiday tuition and revision sessions, mentoring and the Progress Hub			
Additional intervention support in English / Maths / Science	Moderate	High	Very High
Holiday / Afterschool / Lunchtime Study Support and extended library opening times	Moderate	Moderate	Low
Mentoring	High	High	Low

Progress Hub	Moderate	Moderate	Moderate
Transport for Pupil Premium students			
Transport Solution for FSM students to access school – bus and mini bus subsidies, taxis etc	Sutton trust don't comment on the impact	High because it has ensured that students were in the Academy and so made progress	High
Alternative Curriculum			
Alternative Curriculum (off site activities including transport)	Sutton trust don't comment on the impact	High for those involved because it allows student to gain qualifications who wouldn't gain them without the alternative provision.	High
This money was used for various projects and trips and visits			
Trips and Resources Fund (to promote physical and personal and social development)	Sutton trust don't comment on the impact -	This is an important part of widening students horizons and providing them with opportunities they wouldn't otherwise have. But is hard to quantify in terms of specific outcomes.	high

Plans for 2015-16

In 2014-15 there were 131 PP students so we have been allocated 124,355

We will continue to use the successful strategies we employed this year such as 1:1 tuition, peer tutoring, revision resources. In addition to these strategies we will ensure a sharper focus on performance in Year 11 by ensuring:

- A sharper focus on Teaching and Learning strategies to move from identification to high quality personalised intervention.
- Very tight monitoring of the performance of PP students through a central spreadsheet which will be monitored closely by DBE and VDB
- Each faculty will have PP Year 11 photo board to highlight students' performance and interventions that the faculties are using for each individual
- All Year 11 students will choose a mentor and work closely with them to ensure that their academic and social emotional needs are being addressed
- All students are given access to individual tuition, free revision guides and extra revision classes

To develop performance across all year groups – the Academy has developed a Pupil premium Pledge which summarises the work we will do with all Year groups:

Bosworth Academy Pupil Premium Pledge

1. Every classroom teacher knows who their PP students are, monitors their performance carefully and does everything they can to support them to achieve.
 2. PP students will be provided with basic resources to support their learning such as calculators, revision books etc.
 3. Every PP student will have access to a mentor who will provide them with support, challenge and a 'listening ear'.
 4. Pupil premium students will be provided with the opportunity to attend breakfast, lunchtime and after school homework clubs as well as catch up and revision sessions.
 5. Every year PP student will be given the opportunity to take part in a variety of life experiences:
 - Theatre trip
 - Visit to a professional sporting fixture
 - The opportunity to try something new
 6. Parents of PP students will have at least three consultations (face to face or by telephone) over the year to make sure that they are aware of how their son/daughter is progressing and what can be done to support them.
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- Each Faculty has also written an individual Pupil Premium Pledge which highlights what they will do to ensure that each student achieves well and has wider experiences.
 - We have also decided to run a number of after school sessions for small groups in Year 7 and 8 for those PP students who may be struggling to engage with school and to provide them with a variety of new experiences.