



Pupil Premium Report 2016-18

November 2017



Narrowing the Gap:

Using the Pupil Premium effectively



School context

The Bulwell Academy is an average-sized secondary school with a sixth form. It has a subject specialism in Business and Enterprise. The Academy is jointly sponsored by The Edge Foundation and Thomas Telford School. The proportion of students for whom the Academy receives Pupil Premium funding is 64.4%; well above the national average. Pupil Premium funding is an additional government funding for children known to be eligible for free school meals, Forces children and looked after children.

The proportion of disabled students and those who have special educational needs is 26.1% this is above the national average. This figure accounts for students who are classified as being at the Special Educational Needs/Disabilities Support (SS) stage on the Inclusion Register. The Academy also has specially resourced provision for students with autism.

Pupil Premium funding and principles

The Government believes that the Pupil Premium funding is the best way to address the current underlying inequalities between children eligible for free school meals and their wealthier peers, by ensuring that funding to tackle disadvantage reaches pupils who need it most. Bulwell Academy was allocated £514,221 in Pupil Premium funding for the academic year 2016/17.

The level of the premium received into school is as follows:

- For each student currently eligible for free school meals or who have been in receipt within the last 6 years (Ever 6), the Academy will receive £935.
- For service children or families in receipt of an Armed Forces pension, the Academy will receive £300.
- For children who are looked after in care, the Academy will receive to £1900.

Barriers to learning

Pupil Premium students attending The Bulwell Academy present with a wide range of barriers to learning; however, the principal barriers that the Academy uses the Pupil Premium funding to target for improvement are:

- attainment in English language and Mathematics
- literacy skills
- numeracy skills
- personalising the curriculum offer to ensure that it is inclusive
- attendance & punctuality
- valuing education and making the explicit links to the world of work, training and further study
- personal, social and life-skills education (Emotional Literacy)

A review of the strategies used and associated expenditure for 2016-17.

Initiative	Actual Cost (£)	Students involved in intervention	Commentary	Impact																				
Academic Coaches English and Maths	91,796	Available to all Pupil Premium students	The support provided by Academic Mentors, offered personalised, intensive support for small groups of students. In the year 2015-16, the level of attainment in Mathematics (% A*-C) and the expected level of progress in English Language both improved when compared to the previous year.	<table border="1"> <thead> <tr> <th>A*-C/9-4</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Basics</td> <td>33.2%</td> <td>36.7%</td> <td>36.7%</td> </tr> <tr> <td>English</td> <td>38%</td> <td>43%</td> <td>47.2%</td> </tr> <tr> <td>Maths</td> <td>50.8%</td> <td>51.5%</td> <td>46.2%</td> </tr> </tbody> </table>	A*-C/9-4	2015	2016	2017	Basics	33.2%	36.7%	36.7%	English	38%	43%	47.2%	Maths	50.8%	51.5%	46.2%				
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Teachers for low ability groups (Reduce class size)	53,896	Available to all Pupil Premium students	This strategy enabled group sizes to be reduced to a level, where students with additional learning needs could benefit from a greater proportion of their teacher's time each lesson. This strategy was particularly successful in Science with the low ability students making greatly improved rates of progress.	<table border="1"> <thead> <tr> <th>Progress 8</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>High Ability</td> <td>-1.84</td> <td>-1.18</td> <td>-1.18</td> </tr> <tr> <td>Middle Ability</td> <td>-1.19</td> <td>-0.90</td> <td>-1.01</td> </tr> <tr> <td>Low Ability</td> <td>-1.01</td> <td>-0.95</td> <td>-1.11</td> </tr> </tbody> </table>	Progress 8	2015	2016	2017	High Ability	-1.84	-1.18	-1.18	Middle Ability	-1.19	-0.90	-1.01	Low Ability	-1.01	-0.95	-1.11				
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Other TA Support	88,610	Available to all Pupil Premium students	One to one support and in-class support was provided to students requiring additional help to ensure that they addressed underachievement identified through the academy's system of tracking progress.	<table border="1"> <thead> <tr> <th>P8</th> <th>2016</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>-1.25</td> <td>-0.96</td> <td>-1.08</td> </tr> <tr> <td>PP</td> <td>-1.41</td> <td>-1.11</td> <td>-1.23</td> </tr> <tr> <td>NPP</td> <td>-1.02</td> <td>-0.67</td> <td>-0.86</td> </tr> <tr> <td>Variance</td> <td>-0.39</td> <td>-0.44</td> <td>-0.37</td> </tr> </tbody> </table>	P8	2016	2016	2017	All	-1.25	-0.96	-1.08	PP	-1.41	-1.11	-1.23	NPP	-1.02	-0.67	-0.86	Variance	-0.39	-0.44	-0.37
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Alternative Provision Pathways (interventions / outdoor education)	29,257	12	Outdoor activities were used to promote levels of engagement with learning and to develop key life skills for those students who found following mainstream provision problematic.	83% achieved a qualification in English Language and 100% achieved a qualification in maths, of which 42% were GCSEs.																				
Traditional Alternative Provision	27,000	31	A broad range of courses, tailored to individual student's needs and aptitudes were provided, including English Language and Maths GCSEs.																					

Initiative	Actual Cost (£)	Students involved in intervention	Commentary	Impact																
Coaching and Mentoring	16,800	All Pupil Premium students in Y8, Y10 and Y11	Humanutopia provided all students in Years 8, 10 and 11 with the opportunity to develop essential life-skills, empowering them to be more confident, resilient and resourceful learners. Nottingham Trent University – provide mentoring support for 40 with study skills, CV writing, planning for college/university. Aiming Higher for 26 Post 16 students.	NEET figures for 2016-17 (Y11) of just 2.5% (National 5%). NEET figures for 2016-17 (Y13) of just 11%. (National 13.3% - 2016)																
Free Breakfast	12,106	Available to all Pupil Premium students with over 490 free breakfast being given out per week.	This strategy promoted better punctuality and attendance as well as ensuring students were best prepared to engage with learning. <i>“It means I have a breakfast before school and this helps with my concentration”</i> ; <i>“I think that the free breakfast is nice”</i> ; <i>“Having the free breakfast helps me get to school on time”</i> .	<table border="1"> <thead> <tr> <th>Attendance</th> <th>2016</th> <th>2017</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>91.5</td> <td>90.0</td> <td>90.0</td> </tr> <tr> <td>Other</td> <td>96.0</td> <td>94.9</td> <td>95.4</td> </tr> <tr> <td>Variance</td> <td>-4.5</td> <td>-4.9</td> <td>-5.4</td> </tr> </tbody> </table> <p>Slight increase in the attendance gap 2016 to 2017. However, target for disadvantaged students was achieved.</p>	Attendance	2016	2017	Target	Disadvantaged	91.5	90.0	90.0	Other	96.0	94.9	95.4	Variance	-4.5	-4.9	-5.4
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Careers Education	31,083	All Pupil Premium students in Years 9 to 11.	The comprehensive range of careers education provided to students from as early as Year 9 helped to ensure that learning was clearly linked to the world of work and further training or study (Think Forward)	30 students (10 in Y9, 10 in Y10 and 10 in Y11) provided with 1 to 1 careers NEET figures for 2016-17 of just 2.5% (National 5%).																

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Pupil Premium Co-ordinator	12,345	Available to all Pupil Premium students	Regular review of disadvantaged student's provision through: close liaison with middle leaders to monitor, evaluate and refine the strategies employed; conducting work scrutinies of disadvantaged students' work; providing action points for improvement; systematic and incisive tracking of performance data; coordinating the subsequent interventions put in place and gauging their impact.	<table border="1"> <thead> <tr> <th>P8</th> <th>2016</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>-1.25</td> <td>-0.96</td> <td>-1.08</td> </tr> <tr> <td>PP</td> <td>-1.41</td> <td>-1.11</td> <td>-1.23</td> </tr> <tr> <td>NPP</td> <td>-1.02</td> <td>-0.67</td> <td>-0.86</td> </tr> <tr> <td>Variance</td> <td>-0.39</td> <td>-0.44</td> <td>-0.37</td> </tr> <tr> <td colspan="4">Gap has narrowed by 0.11</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>A*-C/9-4</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Basics</td> <td>33.2%</td> <td>36.7%</td> <td>36.7%</td> </tr> <tr> <td>PP</td> <td>26.6%</td> <td>31.1%</td> <td>33.0%</td> </tr> <tr> <td>NPP</td> <td>42.3%</td> <td>46.7%</td> <td>41.7%</td> </tr> <tr> <td>Variance</td> <td>-15.7</td> <td>-15.6</td> <td>-8.7</td> </tr> <tr> <td colspan="4">Gap has narrowed by 6.9%</td> </tr> </tbody> </table>	P8	2016	2016	2017	All	-1.25	-0.96	-1.08	PP	-1.41	-1.11	-1.23	NPP	-1.02	-0.67	-0.86	Variance	-0.39	-0.44	-0.37	Gap has narrowed by 0.11				A*-C/9-4	2015	2016	2017	Basics	33.2%	36.7%	36.7%	PP	26.6%	31.1%	33.0%	NPP	42.3%	46.7%	41.7%	Variance	-15.7	-15.6	-8.7	Gap has narrowed by 6.9%			
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Educational Psychologist	11,121 114 hours/38 sessions	Available to all Pupil Premium students	<p>Specialised training provided, to build the Inclusion team's capacity to effectively identify and support the needs of students presenting with mental health issues.</p> <p>Professional specialist support provided to student identified with mental health issues.</p>																																																	
Saturday and Holiday Workshops	1,000	Available to Pupil Premium students in Y10 and Y11.	The take up of Saturday workshops indicated that this strategy was highly valued by students and parents. Saturday and holiday workshops were run for all KS4 subjects.	Over 70 students regularly turned up for weekly exam support sessions run on Saturday mornings.																																																

Initiative	Actual Cost (£)	Students involved in intervention	Commentary	Impact
Literacy Interventions	7,500	Available to all Pupil Premium students	100% of the Year 7 and Year 8 following the Read Write Inc programme of support secured improvement with many making significant levels of improvement. The Librarian KS3 "reading aloud" sessions for KS3 students, was particularly effective in improving students' enjoyment of regular reading. The Thursday Literacy Lunchtime Club that provided students with literacy games and puzzles promoted students' interest in literacy, particularly boys. Students in year 7 and year 8 identified with low literacy skills were also supported with Accelerated Reader or Read Write Inc.	<p>Accelerated Reader <u>Year 7</u> of the 189 students 69% made progress and of these 70% were Pupil Premium students. <u>Year 8</u> of the 174 students 71% made progress and of these 63% were Pupil Premium students.</p> <p>Read Write Inc. <u>Year 7</u>: all 40 students supported made significant progress of these 27 were Pupil Premium students <u>Year 8</u>: all 14 students supported made significant progress of these 12 were Pupil Premium students.</p>
Pastoral Support Structure including self -regulation	65,100	Available to all Pupil Premium students	The inclusion team worked with up to 30 students at any given time, who struggled to effectively access the curriculum as a result of: weak literacy skills; numeracy skills and or presented with a poor attitude to learning. This intensive, bespoke support enabled students to be re-integrated back into their mainstream lessons once the deficits in their learning had been addressed.	Of the 32 students who were provided with wave 3 intervention (withdrawn from lessons) all made progress in at least one of: reading age, spelling age and numeracy skills. 18/32 made progress in all of these aspects of learning. Additionally, 27 other students were provided with wave 1 support (one to one help in class), all of whom made progress as a result of this support.

Initiative	Actual Cost (£)	Students involved in intervention	Commentary	Impact																
Student Travel Trips and Rewards	15,000	Available to all Pupil Premium students	<ul style="list-style-type: none"> ▪ The Bulwell Academy Careers Fair ▪ Y13 Nottingham Trent University UCAS workshops ▪ Y12 ClickSilver voluntary programme ▪ Y11 Work Experience ▪ Y11 Colwick Park 'Life Xperience' ▪ Y11 Interview Day ▪ Y11 What Next Careers Fair ▪ Y11 Capital One Internship week ▪ Y10 Gifted & Talented Maths Day ▪ Y10 NEC Skills Show ▪ Y9 Coca Cola Marketing visit ▪ Y9 'Cheese Matters' Financial Literacy programme ▪ Y9 NHS Ambassador Programme ▪ Y8 Humanutopia - Who Are We...? ▪ Y8 The University of Nottingham STEM Science Trip ▪ Y7 Big Bang STEM ▪ Y7 'Give Yourself THE EDGE' Event 	<p>The impact of these enriching learning opportunities can be evidenced through the:</p> <p>NEET figures for 2016-17 (Y11) of just 2.5% (National 5%).</p> <p>NEET figures for 2016-17 (Y13) of just 11%. (National 13.3% - 2016)</p> <p>Pupil questionnaires provide very strong evidence that these activities are greatly valued by our students.</p>																
Attendance Support	16,840	Available to all Pupil Premium students	Additional staff time dedicated to persistent absentees.	<table border="1"> <thead> <tr> <th>Attendance</th> <th>2016</th> <th>2017</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>91.5</td> <td>90.0</td> <td>90.0</td> </tr> <tr> <td>Other</td> <td>96.0</td> <td>94.9</td> <td>95.4</td> </tr> <tr> <td>Variance</td> <td>-4.5</td> <td>-4.9</td> <td>-5.4</td> </tr> </tbody> </table> <p>Slight increase in the attendance gap 2016 to 2017. However, target for disadvantaged students was achieved.</p>	Attendance	2016	2017	Target	Disadvantaged	91.5	90.0	90.0	Other	96.0	94.9	95.4	Variance	-4.5	-4.9	-5.4
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Proportion of Safeguarding Team	19,810	Available to all Pupil Premium students	In the academic year 2016-17 the safeguarding team managed 443 cases.																	

Closing the Gaps at Key Stage 4

Percentage of pupils attaining 5 A*-C including English and Maths

5+A*-C/9-4	2015	2016	2017
All pupils	26.2%	30.1%	33.2%
Pupil Premium	21.1%	25.1%	29.8%
Non Pupil Premium	33.3%	38.3%	37.6%
Within School gap	-12.2%	-12.8%	-7.8%

The %5+A*-C EM disadvantaged gap narrowed to 7.8% (Pupil Premium %5+A*-C EM – 29.8%, Non-Pupil Premium %5+A*-C EM – 37.6%). However, this is when taking a new grade 4 being considered and the “standard pass” in English language, English Literature and mathematics.

Overall Total Progress

Progress	2015	2016	2017
All pupils	-1.25	-0.96	-1.08
Pupil Premium	-1.41	-1.11	-1.23
Non Pupil Premium	-1.02	-0.67	-0.86
Within School gap	-0.39	-0.44	-0.39

The disadvantaged Overall Total Progress gap narrowed to -0.39 in 2017 despite the increased rigour of the New 9-1 GCSEs in English language, English Literature and Mathematics. Direct comparison for this measure between 2016 and 2017 is not reliable as the specifications for these two years were very different.

Overall Total Average Attainment per Grade

Average Grade	2015	2016	2017
All pupils	3.06	3.56	2.96
Pupil Premium	2.79	3.23	2.64
Non Pupil Premium	3.44	4.14	3.40
Within School gap	-0.65	-0.91	-0.76

The disadvantaged Overall Total Average Attainment gap narrowed to -0.76 in 2017 despite the increased rigour of the New 9-1 GCSEs in English language, English Literature and Mathematics.

Action Plan 2017-18

Bulwell Academy has been allocated £514221 pupil premium funding for the academic year 2017-18 in addition to the main school budget. The strategies that will be continued this year are given below:

Initiative	Provision Cost (£)	Students involved in intervention	Commentary
Academic Coaches English and Maths	113,000	Available to all Pupil Premium students	The support provided by Academic Mentors, offered personalised, intensive support for small groups of students.
Teachers for low ability groups (Reduce class size)	58,372	Available to all Pupil Premium students	This strategy enables group sizes to be reduced to a level, where students with additional learning needs will benefit from a greater proportion of their teacher's time each lesson.
Other TA Support	85,000	Available to all Pupil Premium students	One to one support (in-class) is provided for identified students requiring additional help.
Alternative Provision Pathways (interventions / outdoor education)	16,560	Year 10 and Year 11	Outdoor activities will be used to develop life skills and re-engagement with learning for those students struggling to succeed in mainstream provision.
Traditional Alternative Provision	27,000	KS4	A broad range of courses, tailored to individual student's needs and aptitudes will be provided, including English Language and Maths GCSEs.
Coaching and Mentoring	16,000	All Pupil Premium students in Y8, Y10 and Y11	Humanutopia will be provided to all students in Years 8, 10 and 11 with the opportunity to develop essential life-skills, empowering them to be more confident, resilient and resourceful learners. Nottingham Trent University – provide mentoring support for 40 with study skills, CV writing, planning for college/university. Aiming Higher for 26 Post 16 students.
Free Breakfast	13,000	Available to all students	This strategy promotes better punctuality and attendance, as well as ensuring students are best prepared to engage with learning.

Initiative	Provision Cost (£)	Students involved in intervention	Commentary
Careers Education	31,083	All Pupil Premium students in Years 9 to 11.	A comprehensive range of careers education will be provided to students from Year 9 to help them make the links between learning and: the world of work, further training or study (Think Forward)
Pupil Premium Co-ordinator and Champions	12,345	Available to all Pupil Premium students	A comprehensive range of strategies will be put in place to ensure that the quality of the learning experience for all Pupil Premium students is maximised.
Educational Psychologist	13,000	Available to all Pupil Premium students	Specialist professional support will be available to students presenting with mental health issues. Expert training will also be provided for staff involved in supporting students with mental health issues.
Saturday and Holiday Workshops	1,000	Available to Pupil Premium students in Y10 and Y11.	Saturday and holiday workshops will be run for all KS4 subjects at key times throughout the year.
Literacy Interventions	7,500	Available to all Pupil Premium students	Students in all year groups will benefit from regular reading age tests, opportunities to use the library with support from the librarian, use of purple pens for Literacy marking, and Literacy stickers to track progress made.
Pastoral Support Structure including self -regulation	61,490	Available to all Pupil Premium students	Year Managers will be available to support students better manage their personal and social issues so that these do not impact negatively on their learning. Intensive, bespoke support will be made available to students in all year groups to help them improve their literacy/numeracy skills so that they can more readily access the curriculum.
Student Travel Trips and Rewards	15,000	Available to all Pupil Premium students	Financial support will be made to ensure that every student has the opportunity to take part in all learning activities, irrespective of their parent/carer's capacity to pay.
Attendance Support	16,840	Available to all Pupil Premium students	Additional staff time dedicated to persistent absentees.

Initiative	Provision Cost (£)	Students involved in intervention	Commentary
Proportion of Safeguarding Team	19,810	Available to all Pupil Premium students	High quality provision will be in place to ensure all students stay safe.

Measuring Impact 2017-8

The impact of the strategies put in place will be gauged over the year by:

- a) The progress of disadvantaged students at each of the academy's 6 Assessment Points
- b) The Key stage 4 and Post 16 outcomes of disadvantaged students compared to other students nationally
- c) The attendance figures for disadvantaged students compared to national targets set
- d) Pupil Voice feedback
- e) Analysis of pupil's improved literacy skills/numeracy skills
- f) Impact made by students working with academic coaches
- g) Outcomes of pupils following the alternative provision pathway
- h) Impact of the Pastoral Support Structure including: the meta- cognition & self-regulation team and Think Forward to support vulnerable pupils develop the skills to effectively engage with their learning in a sustainable manner.
- i) The impact of our Employment Intelligence programme of support regarding preparing students for the world of work.

Review points

- a) The impact of the pupil premium funding is reviewed at each of the Academy's 6 Assessment Points
- b) Review of the Pupil Premium Spending Plan – Report next term for Governors