



## **Pupil Premium Report 2015-16**

November 2016



## 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 62.5%; well above the national average. Pupil Premium funding is an additional government funding for students in the care of the local authority and those known to be eligible for free school meals.

The proportion of disabled students and those who have special educational needs is 21%; 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 £492,044 in Pupil Premium funding for the academic year 2015/16.

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
- 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 2015-16.

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></th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Basics</td> <td>33.2%</td> <td>36.7%</td> </tr> <tr> <td>English A*-C</td> <td>38%</td> <td>43%</td> </tr> <tr> <td>Maths A*-C</td> <td>50.8%</td> <td>51.5%</td> </tr> </tbody> </table>		2015	2016	Basics	33.2%	36.7%	English A*-C	38%	43%	Maths A*-C	50.8%	51.5%
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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 English Language with the low ability students making greatly improved rates of progress.	<table border="1"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>English 3LOP</td> <td>38%</td> <td>51.3%</td> </tr> <tr> <td>English 4LOP</td> <td>4.3%</td> <td>7%</td> </tr> </tbody> </table>		2015	2016	English 3LOP	38%	51.3%	English 4LOP	4.3%	7%			
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Other TA Support	85,000	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>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged Students</td> <td>-1.41</td> <td>-1.11</td> </tr> </tbody> </table>	P8	2015	2016	Disadvantaged Students	-1.41	-1.11
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Alternative Provision Pathways (interventions / outdoor education)	29,257	11	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.	100% of the Year 11 cohort in 2015/2016 secured a GCSE pass in English Language, and 75% also secured a GCSE Pass in mathematics.						
Traditional Alternative Provision	27,000	29	A broad range of courses, tailored to individual student's needs and aptitudes were provided, including English Language and Maths GCSEs.							
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 2015-16 (Y11) of just 3% (National 5%). NEET figures for 2015-16 (Y13) of just 0%.						

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Free Breakfast	12,106	Available to all Pupil Premium students with over 400 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>2015-16</th> <th>BA</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>91.5</td> <td>90.0</td> </tr> <tr> <td>Other</td> <td>96.0</td> <td>95.4</td> </tr> </tbody> </table>	2015-16	BA	Target	Disadvantaged	91.5	90.0	Other	96.0	95.4																		
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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 2015-16 of just 3% (National 5%).																											
Pupil Premium Co-ordinator	12,345	Available to all Pupil Premium students	Regular review of disadvantaged students’ provision: at SLT meetings; liaising with middle leaders to monitor, evaluate and refine the strategies employed, conducting work scrutinies of disadvantaged students’ work and providing action points for improvement; incisive tracking of performance data, the subsequent interventions put in place and their impact.	<table border="1"> <thead> <tr> <th>P8</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged Students</td> <td>-1.41</td> <td>-1.11</td> </tr> <tr> <td></td> <td>2015</td> <td>2016</td> </tr> <tr> <td>Basics</td> <td>33.2%</td> <td>36.7%</td> </tr> <tr> <td>English A*-C</td> <td>38%</td> <td>43%</td> </tr> <tr> <td>Maths A*-C</td> <td>50.8%</td> <td>51.5%</td> </tr> <tr> <td></td> <td>2015</td> <td>2016</td> </tr> <tr> <td>English 3LOP</td> <td>38%</td> <td>51.3%</td> </tr> <tr> <td>English 4LOP</td> <td>4.3%</td> <td>7%</td> </tr> </tbody> </table>	P8	2015	2016	Disadvantaged Students	-1.41	-1.11		2015	2016	Basics	33.2%	36.7%	English A*-C	38%	43%	Maths A*-C	50.8%	51.5%		2015	2016	English 3LOP	38%	51.3%	English 4LOP	4.3%	7%
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Educational Psychologist	11,121  114 hours/38 sessions	Available to all Pupil Premium students	Specialised training provided, to build the Inclusion team’s capacity to effectively identify and support the needs of students presenting with mental health issues.  Professional specialist support provided to student identified with mental health issues.																												

Initiative	Actual Cost (£)	Students involved in intervention	Commentary	Impact
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.
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><b>Accelerated Reader</b>  <u>Year 7</u> of the 197 students 69% made progress and of these 70% were Pupil Premium students.  <u>Year 8</u> of the 183 students 71% made progress and of these 63% were Pupil Premium students.</p> <p><b>Read Write Inc.</b>  <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>

Initiative	Actual Cost (£)	Students involved in intervention	Commentary	Impact
Pastoral Support Structure including meta cognition and self -regulation	61,490	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	<input type="checkbox"/> The Bulwell Academy Careers Fair <input type="checkbox"/> Y13 Nottingham Trent University UCAS workshops <input type="checkbox"/> Y12 ClickSilver voluntary programme <input type="checkbox"/> Y11 Work Experience <input type="checkbox"/> Y11 Colwick Park 'Life Xperience' <input type="checkbox"/> Y11 Interview Day <input type="checkbox"/> Y11 What Next Careers Fair <input type="checkbox"/> Y11 Capital One Internship week <input type="checkbox"/> Y10 Gifted & Talented Maths Day <input type="checkbox"/> Y10 NEC Skills Show <input type="checkbox"/> Y9 Coca Cola Marketing visit <input type="checkbox"/> Y9 'Cheese Matters' Financial Literacy programme <input type="checkbox"/> Y9 NHS Ambassador Programme <input type="checkbox"/> Y8 Humanutopia - Who Are We...? <input type="checkbox"/> Y8 The University of Nottingham STEM Science Trip <input type="checkbox"/> Y7 Big Bang STEM <input type="checkbox"/> Y7 'Give Yourself THE EDGE' Event	<p>The impact of these enriching learning opportunities can be evidenced through the:            NEET figures for 2015-16 (Y11) of just 3% (National 5%).            NEET figures for 2015-16 (Y13) of just 0%.</p> <p>However, pupil questionnaires provide very strong evidence that these activities are greatly valued by our sstudents.</p>									
Attendance Support	16,840	Available to all Pupil Premium students	Intensive support was provided to students and their families where attendance and punctuality had been a persistent issue.	<table border="1"> <thead> <tr> <th>2015-16</th> <th>BA</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>91.5</td> <td>90.0</td> </tr> <tr> <td>Other</td> <td>96.0</td> <td>95.4</td> </tr> </tbody> </table>	2015-16	BA	Target	Disadvantaged	91.5	90.0	Other	96.0	95.4
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Proportion of Safeguarding Team	19,810	Available to all Pupil Premium students	In the academic year 2015-16 the safeguarding team managed 443 cases.										



## Closing the Gaps at Key Stage 4

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

	2014	2015	2016	2017 (AP5 Predictions)
All pupils	32.4%	26.2%	30.1%	39.2%
Pupil Premium	29.0%	21.1%	25.1%	36.5%
Non Pupil Premium	40.4%	33.3%	38.3%	42.9%
Within School gap	-11.4%	-12.2%	-12.8%	-6.3%

The within school gap for %5+A\*-C EM between disadvantaged and other students has reduced since 2013, despite a small increase from 2015 to 2016. However, during this period, both disadvantaged and other student groups improved in this measure from the previous year.

The AP5 predictions for the 2017 cohort, indicate that this gap is set to close to 10.7% (Pupil Premium %5+A\*-C EM – 32.2%, Non-Pupil Premium %5+A\*-C EM – 42.9%). However, this is when taking a new grade 4 being considered and the “standard pass” in English language, English Literature and mathematics.

	2014	2015	2016	(AP5 Predictions*)
All pupils	61.7%	36.4%	56.5%	NA
Pupil Premium	58.8%	29.6%	54.8%	NA
Non Pupil Premium	68.4%	46.1%	60.0%	NA
Within School gap	-9.6%	-16.5%	-5.2%	NA

The within school gap for % 3+LOP in English Language/Literature between disadvantaged and other students fell to just 5.2% in 2016. This is strong evidence, that the strategies put in place to support the needs of our disadvantaged student in English, is having the intended impact.

### Percentage of students achieving expected progress in Mathematics at Key Stage 4

	2014	2015	2016	2017 (AP5 Predictions*)
All pupils	5.1%	50.0%	43.4%	NA
Pupil Premium	32.8%	42.2%	37.5%	NA
Non Pupil Premium	40.4%	61.0%	54.5%	NA
Within School gap	-7.6%	-18.8%	-17.0%	NA

The within school gap for % 3+LOP in mathematics between disadvantaged and other students fell by 1.8% between 2015 and 2016. However, this was a disappointing outcome as the gap was expected to fall by a much greater margin.

The strategies put in place this academic year (2016-17) indicate that the within school gap is set to fall. However, due to the new 9-1 GCSE specification, it is problematic comparing the %3+LOP for the 2017 cohort with that of the 2016 cohort who sat the A\*-G specification. As an alternative measure to gauging progress over time, the government have introduced the Progress 8 methodology. Using the DfE's Key Stage 4 Shadow measures released in March 2017, the AP5 2017 progress 8 measure is set to be much improved on the similar measure for the cohort of 2016.

### Point scores in English at Key Stage 4

	2014	2015	2016	2017 (AP5 Predictions*)
All pupils	35.19	30.97	33.37	2.77
Pupil Premium	34.51	29.27	32.25	2.51
Non Pupil Premium	40.00	33.36	35.55	3.12
Within School gap	-5.49	-4.09	-3.08	-0.61

6 points equates to 1 GCSE grade, so on average, pupil premium students are performing 1/2 of a GCSE grade below non pupil premium students in English

The within school gap in the average attainment in English Language between disadvantaged and other students has consistently reduced since 2014.

## Point scores in Maths at Key Stage 4

	2014	2015	2016	2017 (AP5 Predictions*)
All pupils	29.32	32.65	31.88	3.55
Pupil Premium	28.35	31.19	29.39	3.24
Non Pupil Premium	31.54	34.69	36.30	3.98
Within School gap	-3.19	-3.50	-6.95	-0.74

6 points equates to 1 GCSE grade, so on average, pupil premium students are performing more than one grade below non pupil premium students in Maths.

The within school gap in the average attainment in Mathematics between disadvantaged and other students has increased since 2014.

During the academic year of 2016-17, a key priority has been to reduce the attainment gap between disadvantaged and other students. The 2017 AP5 predictions in mathematics indicate that this gap is set to narrow.

### Action Plan 2016-17

Bulwell Academy Has been allocated £507,000 pupil premium finding for the academic year 2016-17 in addition to the main school budget. The strategies that will be continued this year are given below:

- a) Create a Disadvantaged Student Action Group
- b) Pupil Premium Champions in every department
- c) Academic Coaches English and Maths
- d) Alternative Provision Pathways (interventions / outdoor education)
- e) Traditional Alternative Provision
- f) Coaching and Mentoring
- g) Free Breakfast
- h) Careers Education
- i) Pupil Premium Co-ordinator
- j) Educational Psychologist
- k) Saturday and Holiday Workshops
- l) Literacy Interventions

- m) Pastoral Support Structure including meta cognition and self-regulation
- n) Other TA Support
- o) Student Travel Trips and Rewards
- p) Teachers low ability smaller groups
- q) Attendance Support
- r) Proportion of Safeguarding Team
- s) Developing Numeracy Skills

### Measuring Impact 2016-17

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 – Governors meeting 2017