



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

A review of the strategies used and associated expenditure for 2015-16.

| Initiative | Actual Cost (£) | Students involved in intervention | Commentary |
|--|-----------------|---|---|
| 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. |
| 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. |
| 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. |
| 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. |
| 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. 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. |
| 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. Think Forward provided identified vulnerable students in Year 11 with emotional and personal support through one to one mentoring. |

| Initiative | Actual Cost (£) | Students involved in intervention | Commentary |
|--------------------------------|-----------------|--|---|
| 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 think that the free breakfast is nice"; "Having the free breakfast helps me get to school on time".</i> |
| Careers Education | 31,083 | All Pupil Premium students in Years 8 to 11. | The comprehensive range of careers education provided to students from as early as Year 8 helped to ensure that learning was clearly linked to the world of work and further training or study. The impact of this work is evidenced in our NEET figures for 2015-16 of just 3% (National 5%). |
| Pupil Premium Co-ordinator | 12,345 | Available to all Pupil Premium students | |
| Education Psychology | 11,121 | Available to all Pupil Premium students | |
| 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. |

| Initiative | Actual Cost (£) | Students involved in intervention | Commentary |
|--|-----------------|---|---|
| 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. |
| Student Travel Trips and Rewards | 15,000 | Available to all Pupil Premium students | |
| 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. |
| Proportion of Safeguarding Team | 19,810 | Available to all Pupil Premium students | |

Closing the Gaps at Key Stage 4

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

| | 2013 | 2014 | 2015 | 2016 |
|-------------------|--------|--------|--------|--------|
| All pupils | 44.6% | 32.4% | 26.2% | 30.1% |
| Pupil Premium | 36.4% | 29.0% | 21.1% | 25.1% |
| Non Pupil Premium | 57.4% | 40.4% | 33.3% | 38.3% |
| Within School gap | -21.0% | -11.4% | -12.2% | -12.8% |

Percentage of students achieving expected progress in English at Key Stage 4

| | 2013 | 2014 | 2015 | 2016 |
|-------------------|--------|-------|--------|-------|
| All pupils | 54.9% | 61.7% | 36.4% | 56.5% |
| Pupil Premium | 47.7% | 58.8% | 29.6% | 54.8% |
| Non Pupil Premium | 66.2% | 68.4% | 46.1% | 60.0% |
| Within School gap | -18.5% | -9.6% | -16.5% | -5.2% |

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

| | 2013 | 2014 | 2015 | 2016 |
|-------------------|--------|-------|--------|--------|
| All pupils | 50.3% | 5.1% | 50.0% | 43.4% |
| Pupil Premium | 44.9% | 32.8% | 42.2% | 37.5% |
| Non Pupil Premium | 58.8% | 40.4% | 61.0% | 54.5% |
| Within School gap | -13.9% | -7.6% | -18.8% | -17.0% |

Point scores in English at Key Stage 4

| | 2013 | 2014 | 2015 | 2016 |
|-------------------|-------|-------|-------|-------|
| All pupils | 33.22 | 35.19 | 30.97 | 33.37 |
| Pupil Premium | 29.89 | 34.51 | 29.27 | 32.25 |
| Non Pupil Premium | 38.41 | 40.00 | 33.36 | 35.55 |
| Within School gap | -8.52 | -5.49 | -4.09 | -3.08 |

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

Point scores in Maths at Key Stage 4

| | 2013 | 2014 | 2015 | 2016 |
|-------------------|-------|-------|-------|-------|
| All pupils | 32.26 | 29.32 | 32.65 | 31.88 |
| Pupil Premium | 30.23 | 28.35 | 31.19 | 29.39 |
| Non Pupil Premium | 35.35 | 31.54 | 34.69 | 36.30 |
| Within School gap | 5.12 | -3.19 | -3.50 | -6.95 |

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.

Action Plan 2016-17

Bulwell Academy Has been allocated £507,000 pupil premium funding 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) Academic Coaches English and Maths
- b) Alternative Provision Pathways (interventions / outdoor education)
- c) Traditional Alternative Provision
- d) Coaching and Mentoring
- e) Free Breakfast
- f) Careers Education
- g) Pupil Premium Co-ordinator
- h) Education Psychology
- i) Saturday and Holiday Workshops
- j) Literacy Interventions
- k) Pastoral Support Structure including meta cognition and self-regulation
- l) Other TA Support
- m) Student Travel Trips and Rewards
- n) Teachers low ability smaller groups
- o) Attendance Support
- p) Proportion of Safeguarding Team
- q) Developing Numeracy Skills

Measuring Impact 2016-7

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