

Pupil Premium Impact and Evaluation Report Academic Year 2015/16

Context of Academy

St Wilfrid's Academy is an Alternative Provision Academy that provides full and part-time education and support for children and young people who, for a variety of reasons, are unable to access mainstream education.

St Wilfrid's academy has a transient cohort. Students are referred for either a full time offer, vocational only offer, therapeutic offer several hours a week and an outreach offer in the referring schools. There is a revolving door policy and following a period of time, students are reintegrated back into their home schools.

St Wilfrid's academy opened on the 1st of September 2014 as part of the larger SPTA local clusters that are focussed on South Yorkshire and Nottinghamshire to support this needs of secondary and primary students.

The academy serves the cluster of local SPTA schools both primary and secondary through a referral process that is at present monitored and managed by the Academy SLT.

Our aim is not to disadvantage any Pupil Premium student whether we receive their grant or not and identify, within our core budget, financial resource, that will enrich their time with us and promote their academic, social and emotional well-being. We enhance our Pupil Premium allocation accordingly within our Pupil Premium Spending which is also approved by The Educational Board (Governing Body).

Cohort characteristics vary considerably from year to year at St Wilfrid's Academy due to the impact on the pupils and their families of a range of factors, most notably: socio-economic and parental values.

The percentage of children known to be eligible for Free School Meals is above national averages and in 2015-16 92% of children were eligible for additional Pupil Premium funding.

100% of our children who are entitled to Pupil premium funding, have additional educational needs and are on our Special Needs register.

Objectives of Pupil Premium Spending

At St Wilfrid's, we have high expectations for all our pupils and our vision is:

- Provide a high quality, effective and inclusive alternative provision option for challenging and vulnerable young people
 - Provide the appropriate opportunities and learning solutions for all students through an appropriate curriculum offer that gives access to nationally recognised accreditations
 - To proactively target learners with poor attendance and behaviour
- To work in partnership with families, governors and the wider community to developing innovative young learners with high aspirations across the communities we serve
- Respect and value each other and work cooperatively taking responsibility for our own actions

- Develop an understanding of our strengths and weaknesses and increase self-respect and self-discipline to maximise and enable celebration of achievement
- Foster an appreciation and understanding of the core values of truth, hard work, compassion and consideration

We use our Pupil Premium Grant to support our vision and values through 4 main areas identified to support children. However, this is not exhaustive and will be used flexibly to meet the needs of individual children:

- ⊗ **Achieve** well in line with national expectations to ensure they are ready for the next stage of their education
- ⊗ Identify gaps in knowledge, understanding or skills at an earliest stage and to provide **early intervention** accordingly
- ⊗ Ensure Pupil Premium children are well cared for, are not identifiable and that systems are in place to support their **pastoral** needs
- ⊗ Promote **inclusion** and equality of opportunity beyond the National Curriculum to meet additional needs

Amount of Pupil Premium Grant (PPG) Received

Amount of PPG received 01/09/2015 – 31/08/2016

| | |
|---|----------------|
| Total number of pupils on roll | Transient |
| Total number of pupils eligible for pupil premium grant | 46 |
| Total amount of PPG received | £43,516 |

Summary of PPG Spending Academic Year 2015/16

Achievement

Targeted support and interventions were identified for each cohort by class teachers and the Principal in pupil progress meetings. This ensures that the interventions and resources are specifically targeted to support individual children's attainment across the curriculum. This included: 1:1 tuition, Booster classes, phonics resources, and financial support for Educational Visits, uniform, breakfast club and resources to enhance the children's Speaking and Listening skills.

The Accelerated Reading intervention program was purchased using PP money which aims to raise attainment and narrow gaps in knowledge for PP and non-PP children.

Early Intervention

Analysis of our assessment data showed that the children would benefit from additional support for their language development as well as their knowledge and understanding of the word which was having an impact on the children's attainment in writing. The PP was used to fund a dyslexia screening programme and corrective reading programme.

Pastoral Care

Many of the children come to school with social or emotional barriers to learning. Our staff team can support the children's pastoral care needs and PP is used to ensure children's basic needs are met for example funding school uniforms, transport and breakfast club.

Inclusion

It is important that our PP children have their additional needs met in order for them to succeed academically as well as socially. We therefore, used PPG to fund resources needed to support interventions. At St Wilfrid's Academy we offer a range of bespoke, tailored interventions and develop individual personalized learning programmes.

We have a unique partnership with Northern School of Child and Adolescent Psychotherapy (NSCAP), with a team of clinicians working as an integral team of professionals with our Executive SENCo and team of Personal Learning Advocates. Together in partnership with NSCAP we are developing and delivering a wide range of bespoke programmes.

Through this approach we are able to ensure that the programme is targeted and directed in order to achieve the best outcomes for the children, young people and families we work with.

Academic Progress Summary: Summer 2015/16

Pupil Premium Students Breakdown

Of the HT6 cohort, only 4 In reach students did not qualify for Pupil Premium. The KS4 analysis was not affected as all students were PP.

| KS3 | English Reading/Writing | % | Maths | % | Science | % |
|--------------------------------|----------------------------|-----------|-------|-----|---------|-----|
| Meeting Target | 4/14 & 2/14 | 28% & 12% | 5/14 | 38% | 2/3 | 66% |
| Exceeding Target | 6/14 & 8/14 | 42% & 58% | 7/14 | 50% | 0/3 | 0% |
| Meeting or Exceeding Target | 10/14 & 10/14 | 70% & 70% | 12/14 | 88% | 2/3 | 66% |

Vs Whole Cohort:

| KS3 | English Reading/Writing | % | Maths | % | Science | % |
|-----------------------------------|----------------------------|-----------|-------|-----|---------|-----|
| Meeting Target | 8/18 & 8/18 | 45% & 45% | 12/18 | 66% | 2/3 | 66% |
| Exceeding Target | 3/18 & 7/18 | 16% & 38% | 0/18 | 0% | 0/3 | 0% |
| Meeting or Exceeding Target | 11/18 & 15/18 | 61% & 83% | 12/18 | 66% | 2/3 | 66% |

| Record of PPG Spending by item / project | | | |
|--|-----------------|---|---|
| Item / Project | Cost | Objective | Outcome |
| Pastoral Care: Uniform | £1,471 | <ul style="list-style-type: none"> - ensure PP children are well cared for, are not identifiable and that systems are in place to support their pastoral: - ensure students are well presented for school and ready to learn - ensure students are well prepared for learning by having a nutritious and well balanced meals and snacks - improving learning behaviour | Children feel a sense of belonging and that they don't 'stand out' |
| Pastoral Care: Meals | £7,572 | | Children well fed and ready for learning. Incidents of poor behaviour, related to hunger, are significantly reduced Students have a mid-day meal and/or mid-day fruit break, |
| Achievement: 1:1 | £16,433 | <p>Achieve well in line with national expectations to ensure they are ready for the next stage on their educational journey</p> <ul style="list-style-type: none"> - Promote Reading through 'Real' books which are relevant, exciting and link to themes/topics/enterprise initiatives to give children a context to learning - Develop Maths skills through practical maths resources give context a learning with concrete examples - Improve children's writing though use of sensory speaking and listening resources - Increase engagement with learning through a wider curriculum of vocational qualifications and outdoor learning opportunities. | See Below ... Performance analysis |
| Achievement: Boosters | £4,036 | | |
| Achievement: Accelerated Reading Scheme | £1,489 | | Increased pupil progress for PP children which was above their peers and narrowing the gap. |
| Achievement: Ed Visits | £1,185 | | Equality of opportunity, develop independence, aspirations, life experiences and knowledge of the world around them |
| Maths, Construction & Catering Support | £15,058 | | |
| Wider Opportunities / SMSC / Enrichment | £9,121 | | |
| NSCAP | £75,000 | | |
| Total | £131,365 | | |

| | |
|---------------------------------------|-----------------|
| Total PPG Received | £43,516 |
| Total Core Budget Expenditure | £87,849 |
| Total PPG Targeted Expenditure | £131,365 |