

## Pupil Premium Impact and Evaluation Report Academic Year 2015/2016

### Context of Academy

Our school is a non-selective secondary Academy located in Scunthorpe it is in the bottom 40% of the country in terms of indices of multiple deprivation. Rates of unemployment, levels of health & crime are all high compared to national data. The high volume of rented accommodation, split and blended families, leads to high levels of mobility. Families new to the area settle and then move on, when they can afford better housing or work availability dictates. As a result the local stability rate features minimal internal population 'churn' but it does mean that families move frequently between schools.

Melior Community Academy opened in January 2013 and is proud of its position in the community and its development of capable and achieving citizens. It provides education for students aged 11 to 16 and is smaller than most secondary schools nationally. Fifty per cent of the students, which is significantly higher than that seen nationally, are supported by the pupil premium, (additional government funding for children in local authority care, students known to be eligible for free school meals and students whose parents are serving in the armed forces).

The school has 709 students on roll. The school PAN is 190. Despite low numbers in our partner schools in years 5 and 6, recruitment is strong. The year groups are generally balanced in terms of gender. 27 students in total have English as an additional language which is well below the national average. The vast majority of students come from white British backgrounds. 24.5% of students are on the SEN register which is above average. 18 students have a statement of Special Educational Needs or an Educational Health Care Plan and 156 students are identified as K. 358 students in Years 7 to 11 qualify for Pupil Premium with 3 students Looked After. 8 students qualify for Forces pupil premium and 2 for Pupil Premium Plus. This represents 50.6% of the school population.

Our current Pupil Premium intake:

Year	Total	Percentage of total population	Boys	Girls	KS2 ability band: low	KS2 ability band: middle	KS2 ability band: high
7	69	52.6	33 (47.8%)	36 (52.2%)	26 (37.7%)	32 (46.4%)	11 (15.9%)
8	80	53.3	36 (45%)	44 (55%)	39 (48.7%)	34 (42.5%)	7 (8.75%)
9	64	39.5	33 (51.6%)	31 (48.4%)	24 (25%)	29 (45.3%)	8 (12.5%)
10	78	57.3	41 (52.6%)	37 (47.4%)	30 (28.5%)	36 (46.1%)	11 (14.1%)
11	67	44.6	31 (46.3%)	36 (53.7%)	28 (41.8%)	31 (46.3%)	6 (8.9%)
Total	358	50.6%	174 (48.6%)	184 (51.4%)			

Note : Accurate 14<sup>th</sup> Sept

In terms of the context of the year groups the greatest proportion of Pupil Premium students are centred within the Y8 and Y10 cohort and in particular girls in Y8 were 55% of the PP cohort. The ability range is skewed towards

middle and low attainers on prior entry, for example in Y8 48.7% of the PP cohort are low attainers on entry with 91.2% being mid/low.

## Objectives of Pupil Premium Spending

To establish a coherent long term support plan to ensure that progress and attainment of Pupil Premium students continues to meet and exceed expectations.

### Transition

- To work closely with feeder primaries to ensure PP students receive appropriate intervention to address identified needs on entry to the academy.
- To provide personal tutors, and mentoring where appropriate, to address any social or emotional issues/needs for Y7 PP students.
- To provide additional literacy and numeracy support for identified students.
- To provide opportunities for all PP students experience Y7 cultural/ bonding activities
- 

### Monitoring

- To ensure all PP students' progress is monitored half termly and is reviewed termly within departments and appropriate intervention is implemented.

### Core Subjects

- To ensure PP students receive additional intervention as required from within the department or as part of an intervention strategy led by the Lead Practitioner for Mathematics.

### Behaviour and Attendance

- To track behaviour, attendance in relation to progress through the behaviour and intervention RAPs

### Progression

- To provide all PP students with IAG support for options in Y8 and post 16 transition in Y11.

### More able

- To ensure all high ability PP students make at least expected progress (in line with whole academy focus)

<b>Amount of Pupil Premium Grant (PPG) Received</b>	
<b>Amount of PPG received 01/09/2015 – 31/03/2016</b>	
Total number of pupils on roll	752
Total number of pupils eligible for pupil premium grant	364
Total amount of PPG received 01/09/2015 – 31/03/2016 (£935 per pupil x 7 months)	<b>£198,531</b>
<b>Amount of PPG received 01/04/2016 – 31/08/2016</b>	
Total number of pupils on roll	_____
Total number of pupils eligible for pupil premium grant	_____
Total amount of PPG received 01/04/2016 – 31/08/2016 (£935 per pupil x 5 months)	<b>£141,809</b>
<b>Amount of PPG received for Academic Year 2015/2016</b>	
PPG Grant from 01/09/2014 – 31/03/2015	<b>£198,531</b>
PPG Grant from 01/04/2015 – 31/08/2015	<b>£141,809</b>
Total PPG Grant received for Academic Year 2015/2016	<b>£340,340</b>

<b>Summary of PPG Spending Academic Year 2015/2016</b>
Please see below the Plan for pupil Premium Spending for 2015 – 2016

## Record of PPG Spending by item / project 2015/5016

Item / Project	Cost	Objective	Outcome																																				
<b>Intervention</b>	<b>£57,616</b>	<b>Additional English and Maths intervention for those PP pupils who are behind expected SLP include G&amp;T PP who are underachieving. (Literacy Programme, Phonics and Dyslexia Programmes Mathematics Programmes)</b>	<p style="text-align: center;"><b>Sound training 100% of the pupils improved in reading scores.</b></p> <p>Year 10 – Progress Numbers</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Type</th> <th>Total</th> <th>NONE</th> <th>3/6 mths</th> <th>6/12 mths</th> <th>12 mths +</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td style="text-align: center;">65</td> <td style="text-align: center;">16</td> <td style="text-align: center;">2</td> <td style="text-align: center;">4</td> <td style="text-align: center;">43</td> </tr> </tbody> </table> <p>Year 9 – Progress Numbers</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Type</th> <th>Total</th> <th>NONE</th> <th>3/6 mths</th> <th>6/12 mths</th> <th>12 mths +</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td style="text-align: center;">62</td> <td style="text-align: center;">8</td> <td style="text-align: center;">3</td> <td style="text-align: center;">9</td> <td style="text-align: center;">40</td> </tr> </tbody> </table> <p>Year 8 – Progress Numbers</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Type</th> <th>Total</th> <th>NONE</th> <th>3/6 mths</th> <th>6/12 mths</th> <th>12 mths +</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td style="text-align: center;">72</td> <td style="text-align: center;">27</td> <td style="text-align: center;">7</td> <td style="text-align: center;">9</td> <td style="text-align: center;">20</td> </tr> </tbody> </table> <p style="text-align: right;">Accurate May 2016</p>	Type	Total	NONE	3/6 mths	6/12 mths	12 mths +	Pupil Premium	65	16	2	4	43	Type	Total	NONE	3/6 mths	6/12 mths	12 mths +	Pupil Premium	62	8	3	9	40	Type	Total	NONE	3/6 mths	6/12 mths	12 mths +	Pupil Premium	72	27	7	9	20
Type	Total	NONE	3/6 mths	6/12 mths	12 mths +																																		
Pupil Premium	65	16	2	4	43																																		
Type	Total	NONE	3/6 mths	6/12 mths	12 mths +																																		
Pupil Premium	62	8	3	9	40																																		
Type	Total	NONE	3/6 mths	6/12 mths	12 mths +																																		
Pupil Premium	72	27	7	9	20																																		
<b>House Rewards &amp; Trips</b>	<b>£2,000</b>	<b>Increase self-esteem</b>																																					
<b>Inclusion Support</b>	<b>£93,709</b>	<b>3 x progress leaders 7 hours per week 1/4 of Nurture Group Instructor ½ Nurture group instructor Working With the ‘hardest to reach’ PP groups within school preventing early disengagement,</b>	<b>Individuals supported through: provision of revision guides where needed and provision of alternative extra support where appropriate.</b>																																				

		supporting effective transition, developing and effective home-school partnership, developing social and learning skills.																
Resources	£7014	Renaissance Learning Accelerated Reading and Maths Reading Intervention Programme which provide students with the accelerated reader test and star reading test, initially to ascertain reading levels with aim of improving their reading and comprehension levels.	These resources enabled the progress of intervention above to happen.															
Instrumental lessons	£2,145	Cost to school for PP students Half price Musical Instrument Lessons.	Students were able to participate in music lessons due to the reduced costs. They were part of the orchestra which performed throughout the year.															
In School Alternative curriculum provision	£16,586	Yr11 Pupils on return from the closed Dawes Lane Academy provided for to ensure they have access to an appropriate curriculum.	Of the four students that were in the AP for a considerable length of time <table border="1"> <thead> <tr> <th></th> <th>A*-G</th> <th>A*-C</th> </tr> </thead> <tbody> <tr> <td>Pupil 1</td> <td>6</td> <td>1</td> </tr> <tr> <td>Pupil 2</td> <td>11</td> <td>3</td> </tr> <tr> <td>Pupil 3</td> <td>6</td> <td>2</td> </tr> <tr> <td>Pupil 4</td> <td>2</td> <td>0</td> </tr> </tbody> </table>		A*-G	A*-C	Pupil 1	6	1	Pupil 2	11	3	Pupil 3	6	2	Pupil 4	2	0
	A*-G	A*-C																
Pupil 1	6	1																
Pupil 2	11	3																
Pupil 3	6	2																
Pupil 4	2	0																
Proportion of Educational Welfare Officer	£6,525	Good attendance is a key indicator of likely success. 20 days of EWO	<table border="1"> <thead> <tr> <th>School 15-16</th> <th>Pupils in group</th> <th>Attendances</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>360</td> <td>91.16</td> </tr> </tbody> </table>	School 15-16	Pupils in group	Attendances	Pupil Premium	360	91.16									
School 15-16	Pupils in group	Attendances																
Pupil Premium	360	91.16																
Proportion of English & Maths Teacher	£16,760 £22,195	Enabling the academy to reduce class sizes in KS3 and put in targeted support for PP students	PP Pupils were targeted through timely intervention in both the English and Mathematics department. See data.															
Data Officer	£12,094	Data Officer to track PP students	There is increased rigour to the tracking of PP pupils across the academy in terms of intervention and academic achievement.															
Student Hardship Fund	£500	Students are fully included and comfortable within the Academy	Provision provided as appropriate to enable students to feel part of the academy and have the resources/clothing they need to be safe, comfortable and have positive self esteem.															
Sound Training	£8,370	Staff are fully trained and selected pupils make gains in Reading Ages (tracked internally)	43 Pupil Premium students participated. ALL students improved.															

			<b>3 between 6-12 months. 40 at 12 months plus.</b>
<b>PIXL</b>	<b>£3,200</b>	<b>Aimed at helping all students in year 10 &amp; 11 including Pupil Premium students to hit their expected progress targets</b>	
<b>DT Resources</b>	<b>£7,280</b>	<b>All pupil premium students provided with resources for the academic year</b>	<b>Students did not miss out on vital practical lessons for lack of ingredients / materials, enabling them to fully participate in the curriculum.</b>
<b>Inclusion</b>	<b>£22,184</b>	<b>Provide a supportive environment for Pupil Premium students with behaviour &amp; or social or emotional issues</b>	<b>90 pupil premium students have had safeguarding concerns raised and have received support through the Inclusion Team. This is an addition to general in school by the Progress/Phase Leaders.</b>
<b>SISRA</b>	<b>£1,495</b>	<b>SISRA software which allows the tracking of PP groups to be done effectively</b>	
<b>Library</b>	<b>£7,720 £1,000 – books</b>	<b>To increase opportunities for pupils to read to further enhance their literacy skills</b>	<b>Book turnover in the library better than expected in first year.</b>
<b>Fluent Coaching</b>	<b>£1,848</b>	<b>To provide one to one support for identified students to reduce barriers to learning</b>	<b>Year 11 pupil supported – achieved 12 A*-C Grades GCSE with 3 A grades.</b>
<b>Fluent Coaching – Training</b>	<b>£594</b>	<b>Internal staffing to provide the above support</b>	<b>Staff are now trained and able to deliver Fluent Coaching to students with barriers to learning.</b>
<b>APU Teaching Support</b>	<b>£2,240</b>	<b>Maths Consultant to provide teaching within the APU</b>	<b>Students taught Mathematics whilst in the Alternative Provision Unit to ensure they are receiving appropriate alternative curriculum provision. One pupil achieved a grade C, the three others achieved G+.</b>
<b>Total</b>	<b>£293,075</b>		

<b>Total PPG Received</b>	<b>£340,340</b>
<b>Total PPG Expenditure</b>	<b>£293,075</b>
<b>PPG Remaining</b>	<b>£47,265</b>

Performance Analysis of PPG pupils at the end of KS 4		
	2014/15	2015/16
Basics Level 2 (A*-C Eng & Maths)	37.9	27.7
Progress 8	-0.85	-0.6
% of PPG Children achieving A* - C in English	44.8	38.5
% of PPG Children achieving A* - C in Maths	41.4	40

Performance Analysis of PPG pupils at the end of KS 4			
	2013/14	2014/15	2015/6
Number of Pupils	54	58	65
% of PPG Children achieving 3LOP in English	29.5	63.3	64.6
% of PPG Children achieving 3LOP in Maths	41.7	52.5	41.5
% of PPG Children achieving 4LOP in English	2.3	20.1	23.1
% of PPG Children achieving 4LOP in Maths	6.3	12.9	16.9
% of PPG Children achieving 5LOP in English	0	3.4	1.7
% of PPG Children achieving 5LOP in Maths	0	3.4	4.8

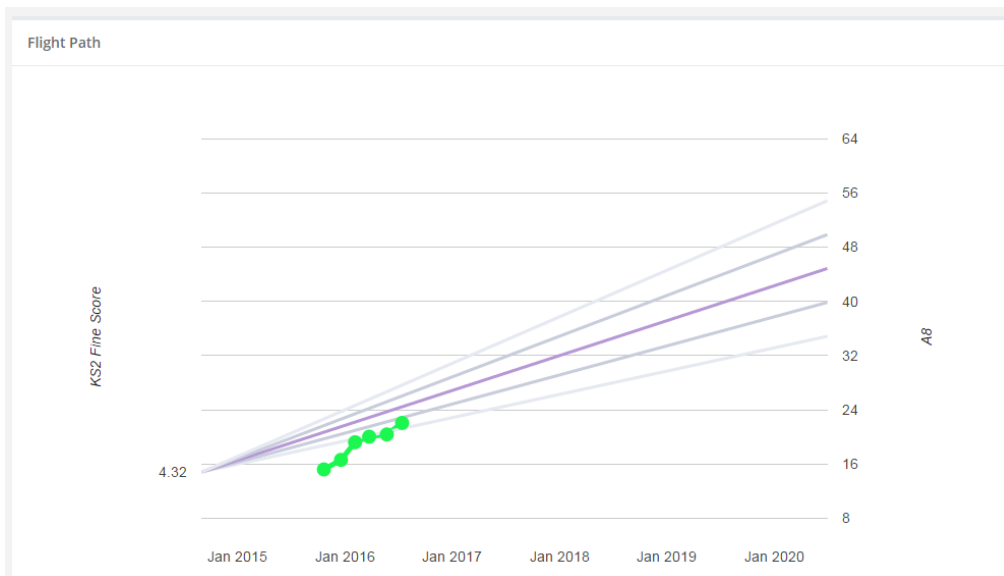
(Accurate as of September 2016)

Narrowing the Gap between PP and All students in School										
	Basics Level 2 (A*-C Eng & Maths)	Progress 8	A* - C in English	A* - C in Maths	3LOP English	3LOP Maths	4LOP English	4LOP Maths	5LOP English	5LOP Maths
2013/4	-20.5	-0.16	-26.4	-18.5	-20.5	-14.9	-13.8	-6.9	-0.8	-2.3
2014/5	-12.8	-0.47	-13.1	-13.6	-16.7	-11.1	-6.3	-4.3	-0.9	-1.6
2015/6	-20.3	-0.41	-21.6	-16.8	-10.2	-10.9	-13	-4.2	-1.2	-1.5

In school data – pupils being tracked against expected attainment 8 (purple line)

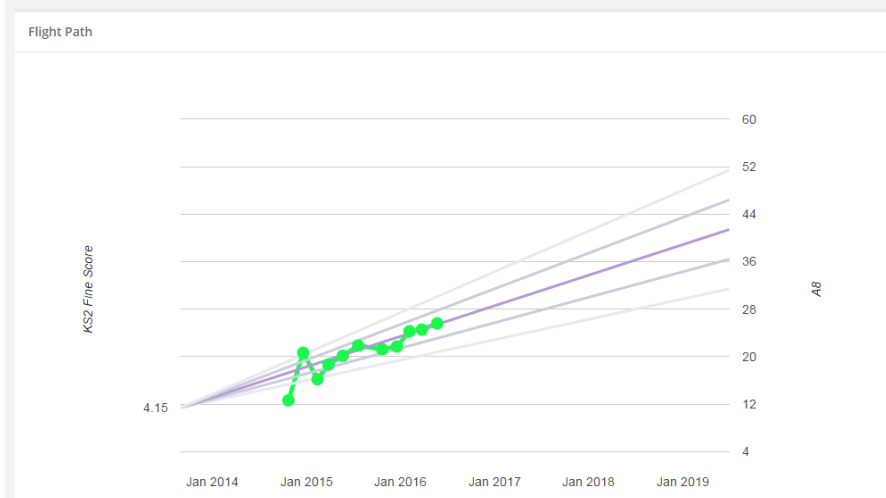
### Year 7

<p>5/2/2016</p> <p>Y7 CWG Spr1 2015-2016</p> <p>-2.62</p> <p>P8 Score 0.22 ↓</p>	<p>24/3/2016</p> <p>Y7 CWG Spr2 2015-2016</p> <p>-2.56</p> <p>P8 Score 0.06 ↓</p>	<p>23/5/2016</p> <p>Y7 CWG Sum1 2015-2016</p> <p>-2.52</p> <p>P8 Score 0.04 ↓</p>	<p>14/7/2016</p> <p>Y7 CWG Sum2 2015-2016</p> <p>-2.35</p> <p>P8 Score 0.17 ↓</p>
--	---	---	---



### Year 8

<p>18/12/2015</p> <p>Y8 CWG AUT2 2015-2016</p> <p>-1.96</p> <p>P8 Score 0.04 ↓</p>	<p>5/2/2016</p> <p>Y8 CWG Spr1 2015-2016</p> <p>-1.7</p> <p>P8 Score 0.26 ↓</p>	<p>24/3/2016</p> <p>Y8 CWG Spr2 2015-2016</p> <p>-1.66</p> <p>P8 Score 0.04 ↓</p>	<p>23/5/2016</p> <p>Y8 CWG SUM1 2015-2016</p> <p>-1.58</p> <p>P8 Score 0.08 ↓</p>
--	---	---	---

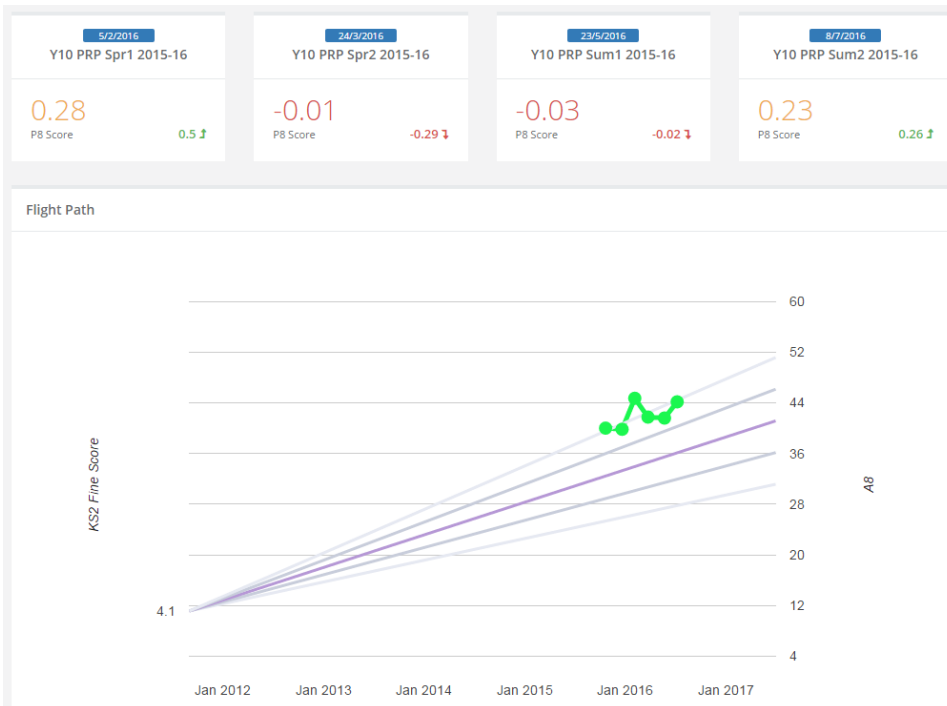




## Year 9



## Year 10



## **Implications for Pupil Premium Spend in 2016/2017**

- **To continue to monitor closely the progress and attendance of PP Pupils.**
- **To monitor closely the implications of the new Behaviour Policy.**
- **To increase maths and English intervention across the academy using designated lesson withdrawal maths and English plus other interventions.**