



Disadvantaged Students

**Evaluation of Impact, Income and
Expenditure**

Sept 2016- July 2017

Review date: September 2017

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1. The context of our Academy (2016/7)

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. Over 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).

As of September 2016 the school has 639 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. 28 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. 23.9% of students are on the SEN register which is above average. 12 students have a statement of Special Educational Needs or an Educational Health Care Plan and 141 students are identified as K. 331 students in Years 7 to 11 qualify for Pupil Premium. This represents 51.8% of the school population.

Our current Pupil Premium intake (Sept 2016):

	Number of students			Percentage of Year Group	
	Disadvantaged	Other	Total	Disadvantaged	Other
Year 7	80	66	146	54.8	45.2
Year 8	64	58	122	52.5	47.5
Year 9	67	70	137	48.9	51.1
Year 10	53	52	105	50.5	49.5
Year 11	67	62	129	51.9	48.1
Total	331	308	639	51.8	48.2
PP National Average (2015)				28.7%	

As shown above the year groups average above 50% PP except for Year 9. All year groups are well above the national average for 2015 which was 28.7%.

2. Ability Profile of Students (2016/7)

Year 11

There are 67 Disadvantaged students (38 Boys and 29 Girls) out of a total 129 in the co2017. This is equivalent to 51.9 % of the cohort.

Ability Band	Disadvantaged
Low Ability	28.5%
Middle Ability	46.1%
High Ability	14.1%

The ability on prior attainment of the PP pupils is less than that of non PP. with 50.2% of pupils in the middle and higher band where as in non PP it is 83.6%.

Year 10

There are 53 Disadvantaged students (26 Boys and 27 Girls) out of a total 105 in the co2018. This is equivalent to 50.5 % of the cohort.

Ability Band	Disadvantaged
Low Ability	34%
Middle Ability	39.6%
High Ability	26.4%

In general the ability of the PP students is less than that of the non PP with 50% of the non PP students in the middle ability band. There is a slightly higher percentage of PP pupils in the higher band than the non PP pupils.

Year 9

There are 67 Disadvantaged students (32 Boys and 35 Girls) out of a total 137 in the co2019. This is equivalent to 48.9 % of the cohort.

Ability Band	Disadvantaged
Low Ability	48.7%
Middle Ability	42.5%
High Ability	8.8%

The ability on prior attainment of the PP pupils is less than that of non PP. with 51.3% of pupils in the middle and higher band where as in non PP it is 76.6%.

Year 8

There are 64 Disadvantaged students (31 Boys and 33 Girls) out of a total 122 in the co2020. This is equivalent to 52.5 % of the cohort.

Ability Band	Disadvantaged
Low Ability	37.7%
Middle Ability	46.4%
High Ability	15.9%

The ability on prior attainment of the PP pupils is less than that of non PP. with 62.3% of pupils in the middle and higher band where as in non PP it is 81.8%.

Year 7

There are 80 Disadvantaged students (41 Boys and 39 Girls) out of a total 146 in the co2017. This is equivalent to 54.8 % of the cohort.

Ability Band	Disadvantaged
Not Achieving Standard	67.5%
Achieving Standard	32.5%

3. Summary of PPG 2016/7

Amount of Pupil Premium Grant (PPG) Received	
Amount of PPG expected to be received by 01/09/2016 – 31/03/2017	
Total number of pupils on roll	706
Total number of pupils eligible for pupil premium grant	347
Total amount of PPG received 01/09/2014 – 31/03/2015 (£XXXX per pupil x 7 months)	189,259
Amount of PPG received 01/04/2016 – 31/08/2017	
Total number of pupils on roll	_____
Total number of pupils eligible for pupil premium grant	_____
Total amount of PPG received 01/04/2015 – 31/08/2015 (£XXXX per pupil x 5 months)	135,185
Amount of PPG received for Academic Year 2016/17	
PPG Grant from 01/09/2016 – 31/03/2017	189,259
PPG Grant from 01/04/2017 – 31/08/2017	135,189
Total PPG Grant received for Academic Year 2015/2016	324,444

Note: Pupil premium funding is allocated for each financial year using the data from the January census therefore allocations on this page and the context section are likely to be different due to a changing roll.

4. Identified Barriers

PP students have, on average, lower reading and spelling ages than non PP

PP students have, on average, lower prior attainment than non PP

Parents of PP are less likely to attend Parents Evenings

PP students have, on average, lower attendance than non PP

PP students are more likely to be involved in instances of poor behaviour than non PP

PP students are less likely to engage with extra-curricular activities than non PP

PP students are less likely to have access to wider resources eg revision guides, stationary, internet

5. Record of PPG Spending 2016/7

Item / Project	Cost	Objective	Outcome
Intervention	£66, 616	<p>Additional English and Maths intervention for those PP pupils who are behind expected including G&T PP who are underachieving.</p> <p>1:1 sessions in Maths and English 14 hours per week Teaching Support within the APU.</p>	<p>18.2% of pupils achieved a good pass (grade 5+) in English and maths</p> <p>36.4% of pupils achieved a standard pass (grade 4+) in English and maths, this is an increase of 9% on 2016 comparable results.</p> <p>Progress 8 English element increased from -0.69 in 2016 to -0.22 in 2017 but in maths decreased slightly to -0.20</p>
House Rewards & Trips	£2,000	Increase self-esteem	All pupils who requested additional support for trips participated
Inclusion Support	£112,709	<p>3 x progress leaders 7 hours per week ¼ of Phase Leaders x5 ¼ of Inclusion TAs</p> <p>Working With the 'hardest to reach' PP groups within school preventing early disengagement, supporting effective transition, developing and effective home-school partnership, developing social and learning skills.</p>	<p>Overall Progress 8 for disadvantaged increased from -0.63 in 2016 to -0.10 in 2017</p> <p>Overall Attainment 8 for disadvantaged increased from 34.74 in 2016 to 35.36 in 2017</p> <p>Progress 8 EBACC element increased from -0.81 to -0.16 in 2017 and in the OPEN element increased from -0.74 to +0.10</p>
Reading Resources	£13,300	Renaissance Learning Accelerated Reading 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.	<p>Improvements in reading</p> <p>Year 7 – of 32 pupils 25 improved with the overall average progress of 13.3 months</p> <p>Year 8 – of 24 pupils 21 improved with the overall average progress of 14.6 months</p>

			Year 9 – of 24 pupils 13 improved with the overall average progress of 19.2 months
Instrumental lessons	£2,145	To provide peripatetic music lessons for all Disadvantaged students who request them at a discounted cost	Students receive tuition for a range of instruments and participate in extracurricular music activities
In School Alternative curriculum provision	£12,000	To provide an alternative Curriculum provision to ensure students have access to an appropriate curriculum when unable to access a full mainstream environment.	Pupils were supported on an individualised basis in the APU. Of those who were in there for a large amount of time all achieved grades at GCSE level and an average attainment 8 figure of 25.68 overall was achieved.
Proportion of Educational Welfare Officer	£8,000	To enable the close monitoring of PP students' attendance.	PP attendance was 90.49% 2016-17. The number of unauthorised attendance decreased by 1.02% this academic year and the number of late pupils after the register has decreased by 0.35%
Student Hardship Fund	£2500	To provide resources for individual pupils according to need so that they are fully included and comfortable within the Academy	Individual pupils are supported through: provision of equipment, revision guides, payment for educational visits when needed, purchase of uniform where needed
DT Resources	£6,700	To provide pupil premium students provided with resources for the academic year	All Disadvantaged students fully participate in DT courses including those to ensure healthy food choices in the future
Inclusion/Bridge Provision	£33,000	Provide support for Pupil Premium students with behaviour & or social or emotional issues and /or SEND. This includes fluent coaching for our most vulnerable students.	Pupils were supported in school to modify inappropriate behaviours or to develop social skills in order for them to achieve in mainstream classes for a variety of different reasons
SISRA/SMID/ Data Officer	£10,990	SISRA and SMID software which allows the tracking of PP groups to be done effectively	All teachers use the data software and seating plan software to track pupils and to seat in high priority places. They also complete 'hotspot marking' as routine. They and Learning leaders track progress using these data packages and data is produced for them in terms of RAG by the data officer which is discussed regularly in terms of progress and attainment at KS4

Library	£8,720	To increase opportunities for pupils to read to further enhance their literacy skills	Pupils have access to a wide range of reading resources and supported homework clubs to aid their school life and progress
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Overview of impact

- All disadvantaged pupils are fully supported with revision materials
- Identified students receive support to improve attendance
- All disadvantaged pupils receive careers advice and interviews
- Disadvantaged pupils have access to internet and other resources in school
- Disadvantaged students have access to small group and 1:1 interventions
- All staff are aware of disadvantaged pupils in their classes and use class profiles to record specific support and interventions

Key focus areas for 2016/7

- Attendance of disadvantaged pupils across all year groups
- Attainment and progress of disadvantaged pupils across all year groups to ensure in school variance is minimised
- Reduction of behaviour incidents of disadvantaged students
- Increase in the literacy levels of pupil premium students