

BRINSWORTH ACADEMY PUPIL PREMIUM

Report 2016/17

What is the Pupil Premium?

The Pupil Premium is money to tackle the gap in performance between disadvantaged and non-disadvantaged students. Pupil Premium is paid to school based on the numbers of children eligible for free school meals now or in the previous 6 years (FSM Ever 6), children in care and children with parents currently serving in the armed services.

How much Pupil Premium do schools receive?

The amount of Pupil Premium money that schools receive is based upon the number of eligible students attending school. Schools receive £935 per student (as of April 2014) who is recorded as 'FSM Ever 6'. Schools will receive £1,900 per student recorded as CLA (Children in Care). Funding is set at £300 for students whose parents currently serve in the armed services.

How are we held accountable for Pupil Premium?

It is for schools to decide how the pupil premium allocated to their school is spent. School performance tables include a measure showing how disadvantaged children perform in each school versus national non-disadvantaged children.

Who is responsible for reporting Pupil Premium at Brinsworth?

Disadvantaged is overseen by a senior leader/SLT via standards and pastoral reviews. Strategy and performance linked to Disadvantaged Students is reported to Governing Body and Trustees of the Academy.

How many Pupil Premium students do we have at Brinsworth?

Year	Cohort	FSM	PP	PP % of Cohort	PP Boys	PP Girls	Non PP
11	210	30	55	26.2	28	27	155
10	221	38	83	37.6	44	39	138
9	237	44	89	37.6	47	42	148
8	228	43	79	34.6	39	40	149
7	238	39	73	30.7	35	38	165

(Included in these numbers are 7 students classed as CLA)

The total funding received for 2016/17 was £329,570K

Context

At Brinsworth Academy we have a higher than average percentage of students classified as Disadvantaged (32%) (National Average 28%). Brinsworth Academy is in the Free School Meals 2nd Quintile. We are determined that our students regardless of background, have every opportunity to realise their full potential, achieve excellence and be the best they can be.

Barriers to future attainment

Engagement

- A number of our Disadvantaged Students have a history of poor attendance. We have staff working in support Roles, pastoral roles and in Teaching and Learning roles to help increase engagement levels.

Cognition and Learning

- A number of our Disadvantaged Students also experience some SEND needs. Our Achievement Support Team provision has been enhanced over time to ensure that these needs are met early.

Performance in Core Subjects

- A number of our Disadvantaged Students have significant barriers to learning in English and Maths. We have enhanced staffing in these areas and added additional internal/external provision to assist them.

Performance in Exams

- A number of Disadvantaged Students struggle with exam pressures. We have added to our provision, especially in Year 11, to ensure that individual needs are met to allow students to perform to their ability.

Financial

- A number of Disadvantaged Students do not purchase Revision or Learning materials. We support them to ensure they are not at a material disadvantage.

Desired Outcomes and Approach	Estimated Impact	Lesson Learned	Cost
<p>1. Engagement</p> <p>i. To ensure good attendance of PP students</p> <ul style="list-style-type: none"> – Daily monitoring by attendance team – Liaison with pastoral teams and careers advisor – Home visits – Attendance tracking cohort with intervention e.g. parental engagement – <p>ii. Enhanced Transition Year 6/7</p> <ul style="list-style-type: none"> – Bespoke provision for those with SEN – Enhanced provision for all (2 weeks July) <p>iii. To ensure all students able to focus on learning and that outside factors do not detract from this by removing the barriers of cost associated with uniform, food, equipment for PP students</p>	<p>High levels of attendance, which was 95.6% (to 31 May) or 94/.2% (this includes absences for Year 11 study leave) for the Year 2016/17</p> <ul style="list-style-type: none"> – 2015/16 – 96.1% – 2014/15 – 95.6% <p>Disadvantaged figures for 2016/17: DA 92.09%; Non DA 95.18%. Gap is 3.08% (this includes Year 11 study leave)</p> <p>A handful of key students significantly impact these figures. Some of these students have now successfully accessed specialist provision at other settings and are now off roll, or are now accessing bespoke provision in our Gateway provision</p> <ul style="list-style-type: none"> – All students had required uniform in place for July (individual work with families who needed financial support) – ‘Settling in’ opportunities to reduce anxiety over summer to support SEMH needs – Further enhances support for SEND <p>Whilst hard to measure the impact of assisting with these practicalities, it is essential that students are able to come to school in uniform, have the correct revision guides and equipment to enable them to engage in work; e.g. cost of peri lessons for music students</p>	<p>Continue in 2017/18 and further enhance e.g. breakfast club, direct work with families</p> <p>This to continue next year and build upon experiences this year</p> <p>To continue with provision, much of which is overseen by HOY</p>	<p>£35K</p> <p>£46K</p> <p>£15K</p>

<p>iv. To raise aspirations of PP students</p> <ul style="list-style-type: none"> – Year 7/8 university workshops included higher ability PP students – Transition KS3/4 (in Year 8) – Transition KS4/5. An extended process involving pastoral/departmental staff along with Careers advisor to support Sixth Form, College and apprenticeship applications. Low level NEETS 	<p>The workshops generated a very positive response – beginning the journey to achieve excellence – this was then linked to the KS4 options process in Year 8, where students are able to make choices following input from pastoral staff, departments and an optional parental interview.</p> <p>SLT involvement to ensure students on courses to enable success.</p> <p>To review CIAG provision 2017/18</p>	<p>To continue to build upon HE programme Year 7 to Year 13 next year</p>	<p>£9K for careers advisor</p> <p>£12K</p>
<p>v. To combat external influences and support learners with SEMH needs</p> <ul style="list-style-type: none"> – Use of school based counsellor – Development of enhanced provision 	<p>Pastoral staff and lead workers worked with those who have specific SEMH needs, close liaison with SENCO/link to external agencies.</p> <p>Senior leader instrumental in establishing the Rotherham Southern SEMH Partnership to allow flexible working with partner schools to provide fresh opportunities for some of our most challenging students.</p> <p>Enhanced provision enabled some of the most vulnerable and challenging to work in small groups or 1:1 to complete KS4 courses to ensure positive progression route.</p> <p>This avoided any PEx through the year. Bespoke College visits, Careers Fair, BA6 Workshops</p>	<p>Careers interviews Year 7/8 for PP students next year</p> <p>To further develop enhanced provision (Gateway)</p> <p>To continue SEMH Partnership work</p>	<p>£72K</p>

<p>2. Cognition and Learning</p> <p>i. To ensure that all PP students reach expected end of KS2 level by end of Year 7</p> <ul style="list-style-type: none"> – Use of baseline testing to support KS2 data 	<p>(See Catch Up Funding Report)</p>	<p>Continued use of accelerated reader and the reading league Year 7/8.</p>	<p>£11K</p>
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– Enhanced provision												Continued use of Maths intervention programs	
												Review of intervention to ensure better progress of non PP	

<p>3. Performance in Core Subjects</p> <ul style="list-style-type: none"> – Use of lead practitioners – Bespoke revision – Use of external providers to support exam preparation/confidence 	<p>Bespoke revision e.g. ‘film night’ to support English Literature texts with targeted revision, proved popular (PP invited by letter to support participation).</p> <p>In addition to our revision skills event for all students focussing on core subjects, we used external providers to help boost confidence in English/Maths of our PP students. Exam board costs for ECDL.</p>	<p>Model provision next year</p>	<p>£53K</p> <p>£22K</p>
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<ul style="list-style-type: none">– Year 7/8 English and Maths curriculum review	<p>Positive feedback from students, however, very difficult to pin point the impact the sessions had on student outcomes.</p> <p>Wide range of tailored revision workshops in departments</p> <p>SLT Mentoring</p> <p>Students now following SOL to under pin GCSE requirements and allow mastery of key skills. Purchase of new texts.</p>	<p>SOL will need reviewing</p>	<p>£6K</p>
<p>4. Performance in Exams</p> <p>Development of exam weeks Year 7-13 to build resilience and revision skills.</p> <			