



Disadvantaged Students
Catch Up Premium

Evaluation of Impact,
Income and Expenditure
October 2016

Summary

Twenty four percent of our school population Years 7-11 in the academic year 2015/16 were disadvantaged and therefore eligible for Pupil Premium funding:

- Table 4 shows that the average percentage of Disadvantaged students from Years 7-11 is 24% which is slightly below the national average figure of 28.7% (2014/15 data).
- There is slight variability across year groups in terms of the proportions of students who are eligible for Pupil Premium (See table 4).

In 2015/16, our school received:

- £146, 873 of disadvantaged funding (See table 7)
- We spent **£147,906** to support the outcomes for Disadvantaged students

The progress, attainment, attendance and progression of Disadvantaged students remain a key priority for the academy. The strategic identification of needs and timely intervention of Disadvantaged students has resulted in improved outcomes.

The overall progression outcomes for 2015/16 include:

- Progress 8 for other (Vale)students is +0.27
- Progress 8 for Disadvantaged students is +0.18 which is higher than other students nationally (+0.10)
- 2016 value added for others is 1027.6
- 2016 value added for Disadvantaged is 1031.48

There were 30 Disadvantaged students out of a total of 141 in the 2015-16 cohort, of which 29 were included in the progress measures. This is equivalent to 21.2% of the cohort. In terms of the ability profile of this group compared to other students there are a significantly

Ability Band	Other students	Disadvantaged students
Low ability	8.9%	26.9%
Middle ability	56.3%	50%
High ability	34.8%	23.1%

higher proportion of low ability students.

The attendance of Disadvantaged students 2015-16 is 93.9%.

The NEET figures for our disadvantaged students remain at 0% for the third year running

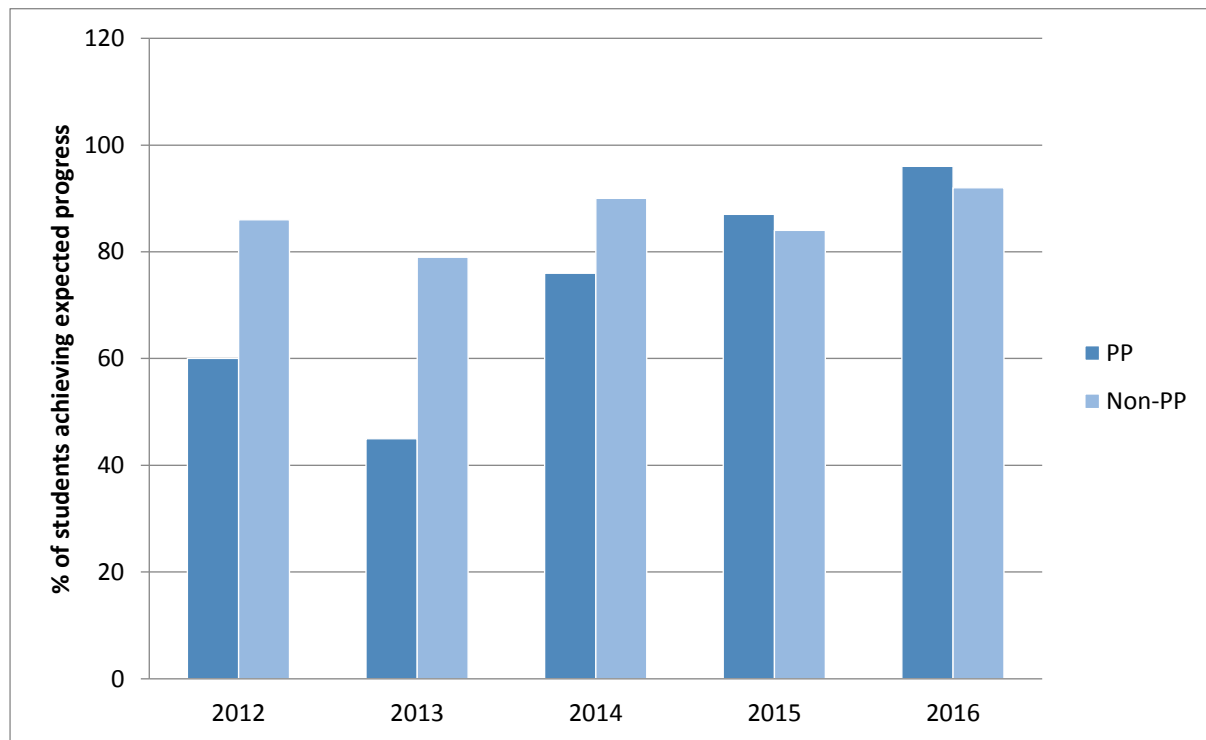
English Language

In 2016:

- The Proportion of disadvantaged students who made expected progress in English was 96.2 %, with 26.9% of Disadvantaged students making better than expected progress.

In terms of attainment, the percentage of Disadvantaged students who attained an A*-C in English in 2016 was 80.8% compared to the 2016 national average of 60.2% for all students (see Table 3).

The graph below shows how in English the in school gap has closed with Disadvantaged students outperforming other students.



The Progress 8 measure for English element - disadvantaged pupils – was -0.14

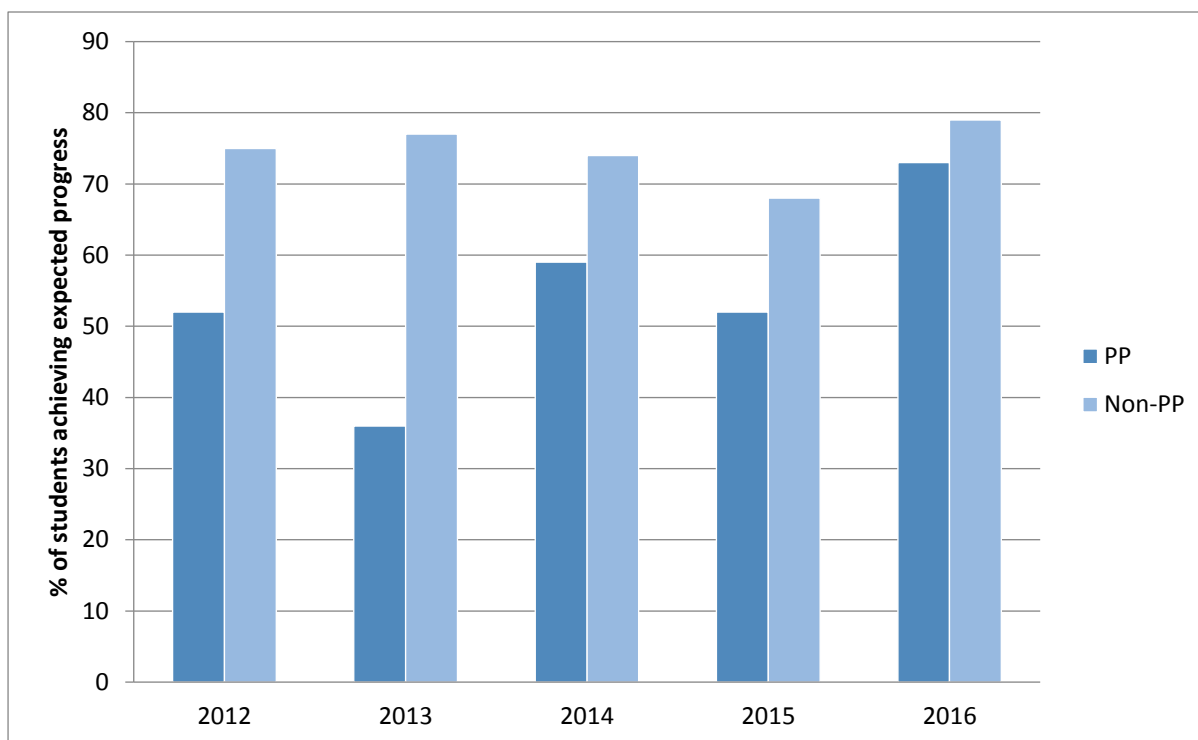
Mathematics

In 2016:

- The Proportion of Disadvantaged students who made expected progress in Maths was 73.1 %, with 34.6% of Disadvantaged students making better than expected progress.

In terms of attainment, the percentage of Disadvantaged students who attained an A*-C in Maths in 2016 was 65.4% compared to the 2016 national average of 61% for all students (see Table 3).

The graph below shows how in school gaps in maths are narrowing.



The Progress 8 measure for maths element - disadvantaged pupils – was 0.35

More able Disadvantaged Students

In our 2015-16 cohort there were a total of 45 high ability students of these 7 were Disadvantaged Students.

- All high ability students achieved the Basics Measure
- Progress 8 score for disadvantaged students is +0.18 which is higher than other students nationally (+0.10)

English

- All high ability students made expected progress.
- 14 % of Disadvantaged high ability students made more than expected progress compared to 55% of other high ability students.

Maths

- 85% of high ability Disadvantaged students made expected progress compared to 89% of other high ability students.
- 71% of high ability Disadvantaged students made more than expected progress compared to 53% of other disadvantaged students.

Key Stage 3

At the end of Key Stage 3:

- The progress gaps between Disadvantaged students and the whole cohort are small and in some cases positive.

Year 7 Progress Gaps in Core Subjects (2015/16)

Subject Name	Pupil Premium	2+ Sub LOP %	3+ Sub LOP %	4+ Sub LOP %
English KS3	ALL	80.3	30.9	5.9
English KS3	F	84.1	33.6	3.5
English KS3	T	69.2	23.1	12.8
Gaps		-14.9	-10.5	+9.3

Subject Name	Pupil Premium	2+ Sub LOP %	3+ Sub LOP %	4+ Sub LOP %
Maths KS3	ALL	75.7	47.4	2.6
Maths KS3	F	72.6	46.9	2.7
Maths KS3	T	84.6	48.7	2.6
Gaps		+12	+1.8	-0.1

Subject Name	Pupil Premium	2+ Sub LOP %	3+ Sub LOP %	4+ Sub LOP %
Science KS3	ALL	92.1	68.2	30.5
Science KS3	F	93.8	68.8	33
Science KS3	T	87.2	66.7	23.1
Gap		-6.6	-2.1	-9.9

Year 8 Progress Gaps in Core Subjects (2015/16)

Subject Name	Pupil Premium	4+ Sub LOP %	5+ Sub LOP %	6+ Sub LOP %
English KS3	ALL	65.7	35.8	11.7
English KS3	F	71.6	39.2	13.7
English KS3	T	48.6	25.7	5.7
Gap		-23	-13.5	-8

Subject Name	Pupil Premium	4+ Sub LOP %	5+ Sub LOP %	6+ Sub LOP %
Maths KS3	ALL	74.6	54.3	37.0
Maths KS3	F	77.7	56.3	32.7
Maths KS3	T	65.7	48.6	31.4
Gap		-12	-7.7	-1.3

Subject Name	Pupil Premium	4+ Sub LOP %	5+ Sub LOP %	6+ Sub LOP %
Science KS3	ALL	87.6	62	35.8
Science KS3	F	89.2	64.7	41.2
Science KS3	T	82.9	54.3	20.0
Gap		-6.3	-10.4	-21.2

Key Stage 5

At the end of Key Stage 5:

In Year 13 there were 3 Disadvantaged students and 23 other students.

- The value added outcomes for Disadvantaged is +0.375

Attendance of Disadvantaged students

At the end of May 2016, the overall attendance for Disadvantaged students 2015/16 was 93.9% which is slightly higher compared to the national average (2015/16) of 92.5%. The average attendance figure of other students is 95.9%.

Table 1: Attendance of Disadvantaged and Other students

	Disadvantaged	Others	Attendance gap
TVA: 03/09/15 to 27/05/16	93.9%	95.9%	2.05 percentage point
TVA: 01/09/14 to 29/05/16	94%	95.85	1.85 percentage point
TVA: 02/09/13 to 30/05/14	94.8%	96.1%	1.35 percentage point

Source: The Vale Academy

Table below indicate there is some variation between the average attendance of other students and Disadvantaged students – this can be seen in the last column.

Table 2: Attendance by Year groups (01/09/15 – 27/05/16)

Year Group	Average attendance (2015/16)		Attendance Gap (Percentage point difference)
	Disadvantaged	Other students	
7	95.04	96.79	1.75 percentage point
8	93.29	96.80	3.51 percentage point
9	95.39	95.68	0.29 percentage point
10	92.19	95.06	2.87 percentage point
11	94.10	96.30	2.2 percentage point
Average	94.00	96.13	2.12 percentage point

Source: The Vale Academy

A wide range of resources and strategies are in place to support attendance including:

- Unauthorised absence is addressed promptly each day. Truancy Call sent out to alert parents to student absence if no contact has been made with the school;

- Late gate monitored each morning - Attendance officer meets all late students at the door. Lunch detentions are given to students;
- Late letters also sent to parents to highlight any issues of persistent lateness;
- Robust system in place to address poor attendance; Attendance letters 1-3 are sent out to parents to highlight concerns regarding falling attendance;
- Attendance Officer meets promptly with students who begin to show poor attendance patterns;
- Parents are invited into school to discuss child's poor attendance;
- Attendance monitors - attendance plans are agreed between students and monitor;
- Arrangements are made with off-site providers to check attendance and punctuality;
- Attendance officer works closely with the schools EWO to monitor and address attendance issues. Home visits conducted by EWO on request of school;
- Fortnightly attendance meetings are held between Inclusion Manager and Attendance Officer;
- Weekly attendance meetings are held to monitor low/PA between attendance officer and EWO;
- Holidays in term time are only authorised in exceptional circumstances. (by the Principal);
- Re-integration plans are provided for students who have had a considerable amount of time off due to illness or who have barriers to attending;
- Governor Attendance panels are held as needed;
- Attendance patterns are monitored, especially Mondays/Fridays absences due to safeguarding reasons;
- Good attendance is rewarded-trips, vivos, movie afternoon;
- Strong transition work with our primary schools to highlight any patterns of attendance that are a cause for concern. This is followed up at transition meetings;
- List for all inclusion staff of the most vulnerable year 7 students highlights the need to closely monitor attendance.

Progression and NEET

The academy works closely with all year 11 Disadvantaged student to ensure that they have a clear plan of transition at the end of Year 11. All students receive personalised careers

information, advice and guidance, with each student attending several individual advice and guidance meetings from the academy's careers officer.

In 2015/16 we worked with 26 disadvantaged students:

- 11 boys (1 of whom is also SEN)
- 15 girls
- All disadvantaged students left Year 11 and either progressed into further full time education, or employment with training.

Table 3: Progress and Attainment Measures – Disadvantaged students and other students

Measure		Disadvantaged students	Other students
Value Added and Progress	Progress 8	+0.18	+0.10 (other pupils nationally)
	KS2 – 4 Value Added (SISRA)	1031.48	1027.06
Maths Progress	Mathematics Progress: Expected Progress	73.1%	79.1%
	Mathematics Progress: Better than Expected Progress	34.6%	35.7%
	Mathematics Progress: Expected Progress gap	-6	
	Mathematics Progress: Better than Expected Progress gap	-1.1	
English Progress	English Progress: Expected Progress	96.2%	92.1%
	English Progress: Better than Expected Progress	26.9%	37.7%
	English Progress: Expected Progress gap	+4.1	
	English Progress: Better than Expected Progress gap	-10.9	
Maths Attainment	Mathematics: % A*-C	65.4%	79.1%
	Mathematics: % A*-C Disadvantaged gap	-13.7	
	Mathematics: Average Point Score	40.23	42.68
	Mathematics: Average Point Score gap	-2.23	
English Attainment	English: % A*-C	80.8%	87%
	English: % A*-C Disadvantaged gap	-6.2	
	English: Average Point Score	40.46	43.06
	English: Average Point Score gap	-2.6	
U a p c	Average Capped Total Point Score	323.69	350.75

	Average Capped Total Point Score gap	-27.6	
5 A*-C incl Eng and Maths	5 A*-C incl. English and Maths	57.7%	73.9%
	5 A*-C incl. English and Maths gap	-16.2	
NEET	Y11 NEET	0%	0%
	Y11 NEET Disadvantaged gap	No gap	
Basics Measure	English and Maths Match up	57.7%	74.8%
	English and Maths Match up gap	-17.6	

At the time of the summer census, there were a total of 168 Disadvantaged students in Years 7 to 11, equal to 24% of the school population of Years 7 to 11. Table below shows the distribution of Disadvantaged students by Year group.

Table 4: The profile of Disadvantaged students by year group (2015/16)

	Number of students			As percentage of Year group	
	Disadvantaged students	Other students	Total	Disadvantaged students	Other students
Year 7	39	113	152	26%	74%
Year 8	36	103	139	26%	74%
Year 9	35	103	138	25%	75%
Year 10	32	105	137	23%	77%
Year 11	30	111	141	21%	79%
Total	172	589	707	24%	76%
National average (2015)				28.7%	

Source: The Vale Academy

With the exception of Year 11 there is consistency in the numbers of Disadvantaged students across the Year groups. For all year groups the percentage is below the national average figure of 28.7%. Overall, 24% of students in Years 7 – 11 are Disadvantaged compared to a national average of 28.7%. RAISE indicates that the percentage of students in our school eligible for Pupil Premium is between the 40th and 60th national percentile.

Ability Profile of Students (2016/17)

Year 11

There are 32 Disadvantaged students out of a total of 137 in the 2016/17 cohort. This is equivalent to 23% of the cohort. In terms of the ability profile of this group compared to other students there are a higher percentage of lower and middle ability disadvantaged students.

Ability Band	Other students	Disadvantaged students
Low ability	8.5%	15.6%
Middle ability	49.5%	53%

High ability	41%	28%
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Source: The Vale Academy

Year 10

There are 35 Disadvantaged students out of a total of 138 in the 2016/17 cohort. This is equivalent to 25% of the cohort. In terms of the ability profile of this group compared to other students there are a significantly higher percentage of lower and middle ability disadvantaged students.

Ability Band	Other students	Disadvantaged students
Low ability	11.7%	17%
Middle ability	51%	57%
High ability	37%	26%

Source: The Vale Academy

Year 9

There are 36 Disadvantaged students out of a total of 139 in the 2016/17 cohort. This is equivalent to 26% of the cohort. In terms of the ability profile of this group compared to other students there are a higher percentage of lower ability disadvantaged students.

Ability Band	Other students	Disadvantaged students
Low ability	12%	22%
Middle ability	48%	50%
High ability	40%	28%

Source: The Vale Academy

Year 8

There are 39 Disadvantaged students out of a total of 152 in the 2016/17 cohort. This is equivalent to 26% of the cohort. In terms of the ability profile of this group compared to other students there are a higher percentage of lower and middle ability disadvantaged students.

Ability Band	Other students	Disadvantaged students
Low ability	12%	19%
Middle ability	46%	61%
High ability	42%	20%

Source: The Vale Academy

Year 7

There are 38 Disadvantaged students out of a total of 134 in the 2016/17 cohort. This is equivalent to 28% of the cohort. In terms of the ability profile students achieving and average CAT mean of 110+ were identified as being Most Able.

Ability Band	Other students	Disadvantaged students
High ability	13%	17%

Catch Up (2015/16)

In 2015/16 for Year 7, there were a total of 32 students out of 151 students who were eligible for Catch Up Premium as a result of achieving below Level 4 in Maths and /or English (21% of the cohort).

Table 5: Catch Up Premium Students

Students eligible for Catch Up Premium	Number of students	Disadvantaged	Others	Disadvantage (%)	Other (%)
Maths	27	12	15	44%	56%
English	17	9	8	56%	44%

Table 6: Catch Up Premium Student (2015/16) by key stage 2 Prior Attainment

		English Key Stage Results										
		2B	3A	3B	3C	4A	4B	4C	5A	5B	5C	Total
Maths Key Stage Results	2B	1						1				2
	3A			1		1	1					3
	3B	2			1		1					4
	3C											0
	4A		1			3	1	1		1	1	8
	4B		1			3	1				1	6
	4C			1				2		1		4
	5A									1		1
	5B									1	2	3
	5C					1	1	1			2	5
Total	3	2	2	1	8	5	5	0	4	6	36	

	Represents students who started Y7 with a Level 3 or lower in both	14%
	Represents students who started Y7 with a Level 3 in Maths	8%
	Represents students who started Y7 with a Level 3 English	14%
	Represents students who started Y7 with a Level 4 or higher in both English and Maths	61%

The Catch Up premium has been targeted carefully so that students make rapid and sustained progress. All identified students had access to additional Maths and/or English lessons.

Table 7: Summary of Pupil Premium Spending 2015/16

Amount of Pupil Premium Grant (PPG) Received	
Amount of PPG received 01/09/2015 – 31/03/2016	
Total number of pupils on roll	699
Total number of pupils eligible for pupil premium grant	155
Total amount of PPG received 01/09/2015 – 31/03/2016 (£935 per pupil x 7 months)	£84,540
Amount of PPG received 01/04/2016 – 31/08/2016	
Total number of pupils on roll	713
Total number of pupils eligible for pupil premium grant	160
Total amount of PPG received 01/04/2016 – 31/08/2016 (£935 per pupil x 5 months)	£62,333
Amount of PPG received for Academic Year 2015/16	
PPG Grant from 01/09/2015 – 31/03/2016	£84,540
PPG Grant from 01/04/2016 – 31/08/2016	£62,333
Total PPG Grant received for Academic Year 2015/16	£146,873

Table 8: Summary of Catch-Up Funding 2015/16

Amount of Catch-Up Funding Received	
Amount received 01/09/2015 – 31/08/2016	
Total amount of PPG received 01/09/2015 – 31/08/2016	£15,500

Table 7i: PROJECTED: Summary of Pupil Premium Spending 2016/17

Amount of Pupil Premium Grant (PPG) Received	
Amount of PPG received 01/09/2016 – 31/03/2017	
Total number of pupils on roll	697
Total number of pupils eligible for pupil premium grant	179
Total amount of PPG received 01/09/2016 – 31/03/2017 (£935 per pupil x 7 months)	£97,629
Amount of PPG received 01/04/2016 – 31/08/2017	
Total number of pupils on roll	697
Total number of pupils eligible for pupil premium grant	179
Total amount of PPG received 01/04/2017 – 31/08/2017 (£935 per pupil x 5 months)	£69,735
Amount of PPG received for Academic Year 2016/17	
PPG Grant from 01/09/2016 – 31/03/2017	£97,629
PPG Grant from 01/04/2017 – 31/08/2017	£69,735
Total PPG Grant received for Academic Year 2016/17	£167,365

Table 8i: PROJECTED: Summary of Catch-Up Funding 2016/17

Amount of Catch-Up Funding Received	
Amount received 01/09/2016 – 31/08/2017	
Total amount of Catch-Up Funding received 01/09/2016 – 31/08/2017	£13,000

Y7 Catch Up Summary for Numeracy (2015/16)

Name	FSM	PP	KS2	T6
Student 1	Y	Y	2B	3B
Student 2	N		3A	4A
Student 3	N		2B	3C
Student 4	N		3A	4A
Student 5	N		3A	5C
Student 6	N		2B	3C
Student 7	N	Y	3B	4C
Student 8	N		3B	4C
Student 9	Y	Y	3B	4C
Student 10	Y	Y	3B	4C
Student 11	N		3A	4C
Student 12	N		3B	4C
Student 13	N		3A	5C
Student 14	Y	Y	3B	3B
Student 15	N		3B	4C
Student 16	N		3A	4C
Student 17	N		3C	4C
Student 18	N		3B	3A
Student 19	N	Y	3B	3A
Student 20	N	Y	2B	3A
Student 21	N	Y	3A	4A
Student 22	N	Y	3A	4C
Student 23	N		3A	4A
Student 24	Y		3A	4B
Student 25	N		3A	5C
Student 26	N	Y	3A	3A
Student 27	N	Y	3A	4A
Student 28	Y	Y	3A	4B

- 28 students in Y7 entered the academy working below level 4 in Maths.
- In addition to their normal Maths lessons they received 2 hours of additional maths support.
- 19 of the 28 students are now working at a level 4 or above (68%)
- The remaining 8 students will continue to have additional Maths support during Y8.
- 43% were PP students upon entry in Y7, 14 % PP students remain below Level 3.

Y7 Catch Up Summary for Literacy (2015/16)

Name	KS2	T6
Student 1	3A	3A
Student 2	3B	3A
Student 3	3C	4C

Student 4	2B	3A
Student 5	2B	3B
Student 6	2B	3C
Student 7	2B	3B
Student 8	2B	3B
Student 9	2B	4C
Student 10	3C	4B
Student 11	2B	3C
Student 12	3C	4C
Student 13	3A	5C
Student 14	3B	4C
Student 15	2B	2A
Student 16	3A	4A

- 16 students in Y7 entered the academy working below level 4 in English.
- In addition to their normal English lessons they received 2 hours of additional English support.
- 16 of the 6 students are now working at a level 4 or above (37.5%)
- The remaining 10 students will continue to have additional English support during Y8.

Y7 Catch Up Summary for Literacy (2015/16)

Literacy Intervention Groups July 2016 (whole cohort- includes 17 students identified above)							Reduction (July 16)		
YEAR GROUP	CATCH UP (literacy)	CORRECTIVE READING	TOE BY TOE	NESSY	TOTAL	HRS/WK/ST	Start	Current	Diff
YEAR 7	0	22	15	0	37	50	37	9	-28

YEAR GROUP	CATCH UP	CORRECTIVE READING	TOE BY TOE
	RATIO GAIN Average		
YEAR 7	3 (substantial Impact)		3

The Year 7 Corrective reading programme and Toe by Toe is having a substantial impact on reading progress showing a **ratio gain of 3**. Intervention should aim to close the gap and students are making twice the rate of progress.

Overall:

- 41% (7 students) secured L4.
- 76.5% (13 students) made expected or more than expected progress given their starting points.
- 59% made more than expected progress given their starting points.
- Use of Catch Up funding has made a significant impact.

Record of Year 7 Catch Up Funding Spend by item / project (2015/16)

Item / Project	Cost	Objective	Outcome: July 2015 end of year review
Study Plus Group 2 hours per week teacher time	£3,216	To provide all identified students with an additional two hours literacy support per week. 13/16 access the Study Plus support	<p>July 2015:</p> <ul style="list-style-type: none"> • 5 students have made expected progress x2 sublevels of progress in English. • 3 students arrived below NC levels. 3 are now working at a 2A or higher. • 5 students have made 1 sub level of progress • All students are continuing to receive intervention
Catch Up Literacy & Nessy Phonics 2 hours per week TA time	£1,232	Personalised reading scheme for 2 identified students	<ul style="list-style-type: none"> • 2 students arrived working below National Curriculum Levels. Both currently working at 2a. • These students have now moved onto the Corrective Reading Programme • Ratio Gain in reading is 1.1 which is slightly above expected progress.
The Corrective Reading Programme	£3,800	14 of 16 students access this programme x2hrs per week. Structured Synthetic Phonics reading programme supporting decoding skills, comprehension and inference.	<ul style="list-style-type: none"> • 6/14 made expected 2 LoP • 6/14 have made 1 sub LoP • 5/14 are now working at a L4 • 1/14 have made no progress • Ratio Gain: Avg = 2 twice the rate of progress.
Toe by Toe Reading Scheme	£3,585	Personalised reading scheme for 3 identified students (20 minutes x 3 per week)	<ul style="list-style-type: none"> • RG= 1.7 close to twice the rate of expected progress. • 3 students entered below NC levels - all have caught up, all are now working at a L4.
CALL group 1 hour per week TA time	£985	To develop communication and language skills of 5 identified students.	<ul style="list-style-type: none"> • 2 are making expected progress in Eng (2 sub LoP) and 2 students making 1 sub LoP.
Handwriting Programme 1 hour per week TA time	£616	To provide individual one to one handwriting support for one identified student where	<ul style="list-style-type: none"> • 1 student has made 1 sub level of progress

		handwriting is a barrier to progress with literacy. Focus is on fine motor skills	
Speech Therapy Sessions 1 hour per week TA time	£616	To provide support to improve speech and language skills of 2 identified students	<ul style="list-style-type: none"> • 2 students arrived working below National Curriculum Levels. Both currently working at 2a.
Numeracy intervention programme 14 weeks x 4 hours teacher time 28 weeks x 4 hours TA time Resources	£1,792	To provide all 20 identified students with an additional hour of small group numeracy intervention per week. Purchase of CGP work books.	<ul style="list-style-type: none"> • 2/28 students have now reached a level 5C • 19/28 students have now reached a level 4C or above • 26/28 students have made 1 sub level of progress 21/28 students have made 2 (or more) sub level of progress • 2/28 are stuck
Total	£15.842		

Record of PPG Spending by item / project (2015/16)				
Item / Project	Cost	Objective	Outcome	RAG Rating Effectiveness
Attendance officer	£4,631	To enable one member of staff to focus on attendance including the delivery of attendance groups and the close monitoring of PP students' attendance. Attendance officer adds capacity to the team enabling other staff to focus on behaviour groups.	All Disadvantaged students' attendance monitored and where concerns are raised students are attending attendance groups.	
Education Welfare Officer	£7,800	To enable full and timely support and intervention with any identified attendance issues.	To ensure that attendance of Pupil Premium students is in line with non-pupil premium students	
House leaders to monitor Disadvantaged students Progress	£8,412	To monitor interventions by learning mentors in maths, English and Science	Accelerated progress of Pupil Premium students to ensure the gap from KS2 performance does not get wider and the national gap at KS4 narrows	
AP to work 1 day a week on PP related activities	£13,842	To oversee Disadvantaged progress (academic and social) across all year groups.	Disadvantaged students' academic/emotional welfare is closely monitored and tailored support given.	
Disadvantaged students ½ termly data analysis	£10,431	To enable CL to provide timely and specific intervention for underachieving PP students.	Progress of Disadvantaged students monitored – action points sent to Curriculum Leaders for core subjects for implementation	
Poverty Proofing the Academy (North Lincs PP strategy group) – 2016/17	£549	To enable the academy to identify key areas in which changes can be made to support vulnerable students including Disadvantaged students.	TBC	
Nancy Malkin (LA)Twilight Training	£1,871	Overview of what being a Disadvantaged students looks	All staff aware of what being Disadvantaged means and what it may "look" like.	

		like and examples of effective strategies good practice shared.		
AP and Assistant Curriculum Leader for Maths to visit Tower Hamlets school	£578	Visit an academy with and outstanding award for Disadvantaged students	AP and Assistant Curriculum Leader for Maths to disseminated strategies and share examples of good practice	
Disadvantaged Tutors	£9,875	Students receive personalised tutoring based on academic/pastoral needs	All disadvantaged students with poor attendance mentored All most able Disadvantaged students received English Maths and Science mentoring	
Uniform Allowance for student in need	£500	To ensure that students have access to the correct uniform.	All Disadvantaged students in full uniform	
Free School Meals	£19,182	To ensure that all Disadvantaged students receive their free lunch	All Disadvantaged students get lunch	
Aspirations day	£2,300	To provide Disadvantaged students with independent access to careers advice and guidance from local employers.	Disadvantaged students are aware of Post-16 options. All Y11 Disadvantaged students continued in education or gained employment with training	
Student service manager to support transition	£3,210	To enable full and timely support and intervention with any identified behavioural and transition issues.	Transition is supported and any issues identified and dealt with swiftly	
Appointment of additional two days of CEIAG support	£9,189	To ensure all Disadvantaged students in Y11 and Y8 receive CEIAG support.	All Y11 students are fully supported with post 16 applications, Y8 Disadvantaged students are supported with options choices.	
Appointment of science learning mentor	£5,121	To provide small group specialised intervention in science (coursework/key content areas).	Attainment of Disadvantaged students is raised	

Appointment of maths learning mentor	£5,121	To provide small group specialised intervention in Maths.	Attainment of Disadvantaged students is raised	
Seating Planner Software	£350	To enable staff to identify Disadvantaged students easily and gain further additional data to support their planning	Staff aware of Disadvantaged students in their classes and their additional data (SEN/KS" score etc)	
Appointment of English learning mentor	£5,121	To provide small group specialised intervention in English.	Attainment of Disadvantaged students is raised	
Music Tuition	£3,445	To provide peripatetic music lessons for all Disadvantaged students who request them.	Students received tuition for a range of instruments and participate in extracurricular music activities eg. band, orchestra, choir.	
How to support your child's learning booklets	£1,000	To provide parents with full details and information outlining homework and ways to support their child's learning and progress.	All parents received booklets and are now aware of how to support their child's learning	
Pantomime Visit	£418	To fund the pantomime visit for Y7 Disadvantaged students to enable participation in Y7 cultural and year group bonding activity.	All Disadvantaged students attended pantomime- highly successful.	
Reading Support	£658	To provide reading coaching for identified students.	All students reached their own reading age by the end of Year 9	
Y11 Maths revision day at EDC	£1,096	To provide Y11 Disadvantaged students with additional examination preparation prior to vital Maths, exams 2016.	All students received key exam skill practice prior to their GCSE Examination	
Y11 students taking an additional computing course (ECDL)	£4,000	To ensure that all Disadvantaged students are IT literate in preparation for their working life.	Students gained IT qualification (Grade C or above)	

Additional support for consumable resources for Disadvantaged students	£1,500	To provide resources for individuals according to need.	Individuals are supported through: provision of equipment, revision guides, purchase of uniform where needed and provision of counselling costs.	
ePEP	£4,206	Training for staff and staff time to create individual plans for students	Students needs are identified	
Cover for revision sessions	£9,000	Half day revision sessions for all Y11 Disadvantaged students prior to all GCSE examinations during study leave period (June 2016)		
Additional Maths intervention	£7,000	Session over an 8 week period (using time from non-examined subjects. Plus 3 holiday days	Students gain additional time to develop Maths skills	
Additional English intervention	£3,000	3 days during holidays	Students gain additional time to develop English skills	
Additional 1:1 English support for 2 Disadvantaged students	£1,000	1:1 English support to ensure movement from D → C	Both students gained C grades	
Additional 1:1 English support for 1 Disadvantaged student	£500	1:1 English support to ensure movement from B → A	Students gained a B grade	
Additional open option intervention	£3,000	Intervention for students in subjects from the open options	Students graded in open options raised	
Overview of Impact				

- The progress 8 score for Y11 Disadvantaged students was +0.32 with a Value added of 1031.48
- Attainment of Year 11 students across Maths and English subjects were significantly above the national average
- All Year 11 students progressed to further education or employment with training
- All Disadvantaged students were fully equipped for school
- All staff are aware of the Disadvantaged students within their own classes and the support strategies available to them

Key Focus areas for 2016/17

- Attendance of Disadvantaged students across all year groups
- Attainment/progress of most able Disadvantaged students across all year groups
- Ensuring in school gaps across KS3 close more rapidly

Total PPG Received	£146, 873
Total PPG Expenditure to August 2016	£147,906
PPG Remaining	£0

Strategies 2016/17		
	Intervention	Detail of intervention
1	AP to work 1 day a week on PP related activities	Meeting students Liaising with Curriculum Leaders/Learning Mentors Providing resources from consumables budget
2	AP to create ½ termly report (core subjects)	Data analysis/action points document circulated to English/Maths/Science Curriculum Leaders

		The progress of the most able Disadvantaged is tracked and appropriate intervention implemented
3	Attendance officer to monitor attendance of Disadvantaged students	Attendance monitored and appropriate actions/support implemented based on individual needs
4	Learning mentors (English/Maths) to support Disadvantaged students	Tutor time mentoring
5	Staff use of academy seating planner software	Staff aware of Disadvantaged students in their classes
6	Disadvantaged students work scrutiny	Classwork and homework of Disadvantaged students monitored closely by Curriculum Leaders and SLT
7	Pantomime visit	All Year 7 Students to attend Christmas Pantomime
8	ECDL	October /Christmas/February holidays to complete the course
9	Y7-9 Reading interventions	Toe by Toe (peer mentoring) Corrective Reading Programme (Small group intervention)
10	Y7-9 Numeracy Catch Up	1 hour of additional Maths per week
11	Y7/8 Literacy Catch Up	2 hours of additional English via Study Plus For students in Year 7 2 hours of additional English via Study Plus for students in Year 8
12	Most able Master Classes (Core Subjects)	Curriculum Leaders to work with most able Disadvantaged students during tutor times
13	Attendance of AP to all North Lincolnshire PP strategy meetings	Policy changes and updates New strategies disseminated Networking/ collaboration
14	Disadvantaged students discussed at all Faculty meetings	Staff aware of strategies Staff made aware of targeted intervention (and their role) from the APs ½ termly report
15	All disadvantaged students discussed at weekly RAG meetings (Principal/Core Curriculum Leaders)	Appropriate interventions needs identified and actioned
16	Student voice (Disadvantaged students)	Disadvantaged Student voice completed
17	Y11 careers and transition	All Y11 given independent careers, advice and guidance opportunities
18	Director of 6 th Form to work closely with AP responsible for Disadvantaged students	6 th Form students entitled to Disadvantage bursary encouraged to apply for it Progress of Disadvantaged students monitored and interventions actions

19	APs Disadvantaged Discretionary budget	Monies used to buy small items such as revision guides, calculators, Food technology/PE kit
20	ECDL Qualification	Year 11 students to complete the ECDL qualification (October/ February half-terms)
21	Y11 Maths revision day at EDC	Maths staff to prepare Year 11 students for the upcoming Maths GCSE examination
22	Learning mentor support is a priority for KS3 disadvantaged students	KS3 Disadvantaged students prioritised for additional learning mentor time

Report Review Date: January 2017