



Disadvantaged Students

Evaluation of Impact,
Income and Expenditure
Terms 1-5 June 2017

Review date: September 2017

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1. The profile of Disadvantaged students by year group (2016/17)

	Number of students			As percentage of Year group	
	Disadvantaged students	Other students	Total	Disadvantaged students	Other students
Year 7	38	97	135	28%	72%
Year 8	37	114	151	24.5%	75.5%
Year 9	37	98	135	27.4%	72.6%
Year 10	34	103	137	24.8%	75.2%
Year 11	33	106	139	23.7%	76.3%
Total	179	518	697	25.68%	74.32
PP National average (2015):				28.7%	

Source: The Vale Academy

There is consistency in the numbers of Disadvantaged students across the Year groups with slight peaks close to national average in years 7 and 9. For all year groups the percentage is below the national average figure of 28.7%. Overall, 25.68% 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.

2. Ability Profile of Students (2016/17)

Year 11

There are 33 Disadvantaged students out of a total of 139 in the 2016/17 cohort. This is equivalent to 23.7% 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 and a lower % of higher ability students.

Ability Band	Other students	Disadvantaged students	Gap
Low ability	8.5%	15.6%	+7.1%
Middle ability	49.5%	53%	+3.5%
High ability	41%	28%	-13%

Source: The Vale Academy

Year 10

There are 34 Disadvantaged students out of a total of 137 in the 2016/17 cohort. This is equivalent to 24.8% 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	Gap
Low ability	11.7%	17%	+5.3%
Middle ability	51%	57%	+6%
High ability	37%	26%	-11%

Source: The Vale Academy

Year 9

There are 37 Disadvantaged students out of a total of 135 in the 2016/17 cohort. This is equivalent to 27.4% 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 and a lower percentage of low high ability students.

Ability Band	Other students	Disadvantaged students	Gap
Low ability	12%	22%	+10%
Middle ability	48%	50%	+2%
High ability	40%	28%	-12%

Source: The Vale Academy

Year 8

There are 37 Disadvantaged students out of a total of 151 in the 2016/17 cohort. This is equivalent to 24.5% 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 and a lower percentage of high ability students.

Ability Band	Other students	Disadvantaged students	Gap
Low ability	12%	19%	+7%
Middle ability	46%	61%	+15%
High ability	42%	20%	-22%

Source: The Vale Academy

Year 7

There are 38 Disadvantaged students out of a total of 135 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. Middle ability 86-109 and Low Ability 85 or below. In terms of the ability profile of this group compared to other students there is a significantly higher percentage of lower ability disadvantaged students and a lower percentage of high ability students.

Ability Band	Other students	Disadvantaged students	Gap
High ability	26.59%	13.15%	-13.44%
Middle Ability	67.02%	63.15%	-3.87%
Low Ability	6.38%	23.6%	+17.22%

3. Summary of Pupil Premium Grant 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

Identified Barriers:**In school**

PP students have, on average, lower reading age levels than non PP students.

PP students are more likely to receive behaviour points than non PP students and/or are more likely to have lower prior attainment.

PP students are less likely to attend educational visits than non-PP students.

PP students are less likely to take part in extra- curricular activities after school because of transport issues.

At home

PP students have, on average, lower attendance than non PP students- they are more likely to be a persistent absentee.

PP students are less likely to have access to wider resources eg revision guides.

PP students are less likely to have ICT access at home.

Rural context limits transport opportunities.

Limited access to services due to rural location.

Record of PPG Spending by item / project (2016/17) to Date				
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 Inclusion Officer	£7,800	To enable full and timely support and intervention with any identified attendance issues.	To ensure that attendance of Disadvantaged 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 Disadvantaged 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	

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	£22,000	To ensure that all Disadvantaged students receive their free lunch	All Disadvantaged students get lunch	
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	£4,800	To provide peripatetic music lessons for all Disadvantaged students who request them.	Students receive tuition for a range of instruments and participate in extracurricular music activities eg. band, orchestra, choir.	

How to support your child's learning booklets	£1,200	To provide parents of Y7 and Y11 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	
Reading Support	£720	To provide reading coaching for identified students.	All students to reach their own reading age by the end of Year 9	
Y11 students taking an additional computing course (ECDL)	£5,920	To ensure that all Disadvantaged students are IT literate in preparation for their working life.	Students to gain IT qualification (Grade C or above)	
Additional support for consumable resources for Disadvantaged students	£4000	To provide resources for individuals according to need.	Individuals are supported through: provision of equipment, revision guides, payment for educational visits directly linked to courses (eg geography field trip), purchase of uniform where needed and provision of counselling costs.	
ePEP	£6500	Training for staff and staff time to create individual plans for students including administrator	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 (May-June 2017)		
Additional Maths intervention x26 students supported.	£8,000	Sessions delivered (using time from non-examined subjects). Plus 3 holiday days	Students gain additional time to develop Maths skills	
Additional English intervention	£4,000	3 days during holidays	Students gain additional time to develop English skills	

Additional 1:1 English support for 4 Disadvantaged students	£1,400	1:1 English support to ensure improvement in outcomes		
Additional open option intervention	£3,000	Intervention for students in subjects from the open options	Students graded in open options raised	
1:1 English Intervention for all LAC (x5)	5,850	Allow personalised intervention for identified students.	Students to gain additional time to develop literacy skills	
Use of Academy Mini Bus to transport disadvantaged students.	£1,800	Allows disadvantaged students to access after school interventions and extra-curricular activities	Students develop academic and social skills.	
Overview of Impact				
<ul style="list-style-type: none"> • All disadvantaged students supported fully with revision materials. • School transport allows disadvantaged students to access after school intervention and extra -curricular activities. • Disadvantaged students have access to small group and 1:1 interventions. • Identified students receive support to improve their attendance. • All disadvantaged students receive careers advice and interviews. 				
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				
<ul style="list-style-type: none"> • Attendance of Disadvantaged students across all year groups • Attainment/progress of Disadvantaged students across all year groups ensuring in school gaps close more rapidly 				

Total PPG Received	£167, 365
Total PPG Expenditure to August 2017	£ 157,571
PPG Remaining	£9,794

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/ Attendance Officer Providing resources from consumables budget
2	House Leaders to track disadvantaged students' progress and intervention.	Data analysis/action points document circulated to English/Maths/Science Curriculum Leaders The progress of Disadvantaged is tracked and appropriate intervention implemented
3	All CLs analyse progress data for PP students Y7-11 at 6 points during year.	Timely intervention implemented where issues are identified.
4	Close monitoring and intervention of PP students' attendance	Regular meetings AP Inclusion and Inclusion Manager Use of Education Inclusion Officer and attendance tutors

Record of support provided for Y11 disadvantaged students: September 2016-June 2017

Subject	Summary	Impact
English	English department supported disadvantaged students with the following: intervention programme; targeted support with Learning Mentor; 1 to 1 and small group intervention; provision of revision guides for all Literature texts; revision sessions during Easter and May half term holidays; homework support as needed.	Data shows gaps have narrowed during the year. Predictions suggest an average grade of 5 for non-disadvantaged compared to an average of 5- for disadvantaged students. Literature average grade for disadvantaged is 4+ compared to 5- for non-disadvantaged.
Maths	Maths department supported disadvantaged students with the following: Tutor intervention offered to PP students; Afterschool intervention offered to PP students; Calculators and revision guides purchased for PP students; Targeted support to PP students through maths learning mentor.	Gap has narrowed during the year; predictions suggest average grade 4 for disadvantaged students compared to grade 5- for non-disadvantaged.
Science	This year we have provided lunch and after school revision sessions with targeted invites for disadvantaged students. They have been provided with the necessary revision guides from as early as year 10. Multiple twilight sessions and drop down days have supported their coursework improvements with a very high proportion of pp students far exceeding	Predictions show no difference in average grades between disadvantaged and non-disadvantaged students. Average grade Core: C PP C non PP Average grade Additional: C PP C non PP Average grade Further Additional: C PP C non PP

	their target grades. Key individuals were supported by the science learning mentor.	
ICT/Computer Science	<p>Computing department supported disadvantaged students with the following:</p> <ul style="list-style-type: none"> KS3 intervention programme KS4 intervention programme Directed support from TA when available Provision of revision guides to all PP students; Opportunity for Y10/11 PP to partake in ECDL IT qualification - Additional resources purchased (Gemini) to support 70% Y11 PP currently completed 87% Y10 PP completed. Excellence Day during Feb half-term 	<p>ECDL average grade achieved is Distinction for disadvantaged and non-disadvantaged students- no gap.</p> <p>GCSE Computer Science predictions suggest PP students will outperform non PP students with an average grade of B compared to an average grade of C for non-PP.</p>
Humanities	<p>The Humanities Faculty supported disadvantaged students with the following:</p> <ul style="list-style-type: none"> timetabled intervention lessons; targeted lunchtime intervention for History students; intervention exam question calendar for Geography students; extra teacher focus in lesson time; provision of revision guides for all History and Geography topics; revision sessions during May half term holidays and at weekends/after school; homework support as needed. Geography field trip was funded by the academy. 	<p>Predictions suggest no gaps.</p> <p>Average grade in History for both PP and non PP students is C.</p> <p>Similarly in geography average grade for both PP and non PP students is also C.</p>
MFL	<p>PP students studying a MFL were provided with a revision booklet and vocabulary guides. They also had either small group or individual revision sessions and revision sessions during</p>	<p>French predictions suggest PP students will outperform non PP students with an average grade B compared to C for non PP students. Spanish and German both show</p>

	Easter and May half term holidays; homework support as needed.	no gaps with average predictions at grade C for both PP and non PP students.
D&T	D&T have supported disadvantaged students through purchasing ingredients for food practicals, purchasing specific materials for graphics and Product design coursework, targeted intervention held during tutorial time, after school and during the Easter holidays.	Food and Textiles show no gaps with average grades for both groups of students at grade B and grade C respectively. Product design shows average grade for PP students as D compared to C for non PP. Graphics gap is wide- average PP grade is G compared to non PP grade C (owing to one weak student).
Art	The Art department has supported pupil premium/disadvantaged students through the loan of art equipment packs to support independent work; additional support resources provided in lesson where needed, targeted support in lessons and where needed during support sessions afterschool (arranged with parents); after school sessions provided 3 nights a week all year, Easter holiday sessions provided; homework support as needed.	Predictions suggest no gaps. Average grade in Art for both PP and non PP students is C.
Music	The academy provides free instrumental lessons on one or more instruments for all disadvantaged students. All students were purchased revision guides. They also had one to one intervention and Easter revision days. Theory books were purchased for ABRSM exams.	Music predictions suggest PP students will outperform non PP students with an average grade A compared to B for non PP students. BTEC Music shows no gaps with average predictions at Pass for both PP and non PP students.
Drama	If LSA support is available, then they are placed in a group where that support can be	In both Drama and Expressive Arts predictions suggest no gap- Drama

	<p>given. Intervention was offered in the Easter holidays. Intervention was offered every night after school.</p> <p>The theatre trip required for exam preparation was paid for by the academy.</p>	<p>predictions are grade C for both PP and non PP with XA predictions grade B for both PP and non -PP.</p>
PE	<p>All disadvantaged students were purchased a revision guide (GCSE and BTEC), all completed badminton officials (paid course) to improve their practical score, revision cards and booklets were made and an after school master class was put on the week before the exam.</p>	<p>Gap between PP and non PP owing to practical ability- PP average grade predicted D compared to average grade B for non -PP. Badminton officials' course did help to narrow the gap.</p>

