

Weavers Academy Action Plan and Provision Statement 2015/16: students Supported by the Pupil Premium (PP)

The *pupil premium* is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to remove the difference between them and their peers.

Almost one third of pupils at the academy are entitled to this funding. The proportion of pupils who are eligible for pupil premium funding is above the national average.

The impact of expenditure on student outcomes is closely monitored on a regular basis following each assessment point. The outcomes were reviewed in September 2016.

Summary information					
Academic year	2015/16	Total PP Budget	£232,765	Date of most recent PP review	September 2015/16
Total number of students	868	Total number of students eligible for PP funding	249	Date of next internal review of this strategy	

Funding allocation				£935 per PP student
Year Group	Number of students supported by PP	% of students supported by PP	Funding allocation	
Year 7	66	32%	£61,710	
Year 8	49	29%	£44,880	
Year 9	51	35%	£45,815	
Year 10	57	39%	£42,025	
Year 11	44	33%	£38,335	

Our aim: raise the attainment of students eligible for support through the effective use of pupil premium funding.

Guiding Principles: We have high expectations of all students and are striving to support PP students secure the same outstanding success as other students at the academy by:

- Ensuring students supported by the pupil premium attendance is at least in line with the national average;
- Supporting PP students enjoy the same life chances and opportunities as other students.
- Raising the aspirations and subsequent achievement so PP students make at least the same good progress as their peers.

Classroom evidence for PP students supports strong progress as a result of:

The use of clear annotations in the class file to ensure specific plans are acted upon by teachers to support the strong progress of learners. “Priority check- ins” – books marked first by the teacher – and – “priority questioning” where students are

challenged in a targeted way are part of the basic expectations of all class teachers when supporting students of all abilities.

Monitoring, evaluation and reporting on the progress of students entitled to the pupil premium funding occurs in a cyclical way. Following each assessment point all teachers plan and adopt similar actions for specific students to ensure students are successful.

The academy closely monitors and arranges appropriate interventions to ensure the impact of this specific group. Impact is noted later within the document.

Allocation of PP funds for 2015/16.

Provision	Amount (£)
Specialist staff	35,000
Academic intervention – staffing and resources	102,000
Pastoral interventions	30,000
Teaching and learning	38,000
Additional opportunities	30,000

How are we spending our PP funding ?

Provision 1: Specialist staffing. Bespoke teaching programmes, support and intervention plans devised to ensure the needs of learners supported by the PP are met. Two specialist mentors work across the core subjects of English and mathematics. Relevant, targeted activities are offered to students entitled to the additional funding. Outcomes are monitored and the success of any work carried out is evaluated at the end of each assessment point. It is expected this will positively impact on the progress of PP students with a significant proportion making at least in line with or better than the national average for the relevant subject(s).

Provision 2: Monies have been invested in new, bespoke programmes including My homework; my maths; freshstart and sound training to help support and strengthen the outcomes for pupil premium students. Success is to be determined following an evaluation of the students' outcomes, particularly in the core subjects of maths and English. It is expected that students will make rapid improvement. Good or better outcomes shall be supported by members of the "raising standards team".

Provision 3: Specific funds are proportionally offered to provide key stage 4 intervention programmes relevant for students and to enable them to progress to higher education establishments. Particular programmes including after school, holiday and Saturday intervention sessions have been planned. The correct proportion, as represented by the number of students, will be reported. Good or better attendance will be promoted using a range of refreshments, incentives and guidance.

Provision 4: Specific funds are proportionally offered to provide key stage 3 intervention programmes relevant for students and to enable teachers to enhance their current teaching skills, especially in reading and writing. Targeted support and interventions will be provided,

Provision 5: Access to offsite and a variety of enrichment activities are provided with the support of proportionate funding. Pastoral leaders liaise effectively with colleagues to enhance the current portfolio of evidence. Students engage in the process and their

personal outcomes provide a good basis to support PP students to accelerate their rates of improvement.

Provision 6: Uniform and general equipment are purchased for those supported by pupil premium funding. Any absence is be referred to the relevant lead practitioner.

Provision 7: Therapeutic and/ or psychological therapy is offered to those in greatest need, Students are expected to confront and address the barriers to their learning.

Provision 8: Supporting the increased access of students, with priority being given over to the bird. SEND and pastoral teams work closely to maintain the positive learning culture as promoted by a previous inspection. As a result, SEND students do access

Provision 9: Engage and challenge the most able students in the group. Activities should be employed using different to ensure they make the same good progress as other students.

Impact in 2014/15 and 2015/16

English	National	2014/15	Difference	2015/16	Difference	Change	Commentary
	(NA)		from NA		from NA	(15 v 16)	
% securing expected progress	70	27	43	68	-2	41	Significantly greater number are securing expected and more than expected progress.
% securing more than expected progress	30	7	-23	21	-9	14	

Mathematics	National	2014/15	Difference	2015/16	Difference	Change	Commentary
	(NA)		from NA		from NA	(15 v 16)	
% securing expected progress	66	51	-15	63	-3	12	Greater number are securing expected and more than expected progress.
% securing more than expected progress	30	11	-19	18	-12	7	