

## PUPIL PREMIUM FINANCIAL STATEMENT 2015 2016

### Context:

- Red House Academy is smaller than the average-sized secondary school. It serves a local community that experiences higher levels of unemployment and social deprivation than are usually found. The academy is part of the Northern Education Trust.
- While the prior attainment of each cohort of pupils joining the academy in Year 7 varies from year to year, the proportion who have achieved national expectations in maths and English at the end of key stage 2 is typically well below that usually seen. Around half of all students are identified as having weak literacy, numeracy and social skills on entry to the academy.
- The proportion of pupils who are eligible for additional pupil premium funding is well above the national average at 64.4%.
- The proportion of pupils with an education, health and care plan in receipt of special educational needs support is less than the national average; the proportion with special educational needs is well above the national average.

The Government believes that the Pupil Premium, which is in addition to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the students who need it most. It is for schools and academies to determine how to spend and allocate this funding. National research shows that children who have been eligible for FSM at any point in their school career have consistently lower educational attainment than those who have never been eligible.

In 2009-10 national GCSE data highlighted that almost one third of students who had been on FSM in the previous six years achieved five or more A\*-C grades, when compared to more than two thirds of those who had never been eligible.

Red House Academy has an exceptionally high percentage of students who are registered for free school meals. The additional funding has enabled the academy to build upon the excellent pupil welfare support, and further develop and increase the targeted intervention support to those students whose attainment and progress is weakest.



**Paul Callaghan**

Chair of Local Governing Body

Pupil Premium Portfolio Holder

## 2015/16 PLAN

1. Summary information					
School	Red House Academy				
Academic Year	15/16	Total PP budget	£311,933	Date of most recent PP Review	NA
Total number of pupils	547	Number of pupils eligible for PP	336	Date for next internal review of this strategy	Sep 16

Actions and Allocated Funding					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review impact?
A: To improve outcomes for learners by improving the quality of teaching and learning to at least 65% good or better	CPD* on TEEP* and Dylan Williams Formative Assessment Project.	To provide peer led CPD* Peer coaching and learning Action research.	CPD* calendar and monitored by AVP*	Assistant Vice Principal	Termly
A: To improve the quality of teaching through a series of professional conversations	Upper Pay Spine teachers as coaches. Teacher Toolkit professional book	To provide peer to peer coaching for staff whose teaching requires improvement To provide academic research for these teachers to use in their practice	Support plans in place – monitored on half-termly basis Fortnightly discussion in CPD* about the Teacher Toolkit book	AVP	Half-Termly
<b>Total budgeted cost</b>					<b>£1 000</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will we review impact?</b>
A: To raise attainment and accelerate rates of progress for disadvantaged students in English and maths	Creation of disadvantaged intervention group for Y7 English.  Intervention Unit established for Maths and English basic skills.	Small group and 1-2-1 tuition, specifically aimed at diagnosing skills deficits and addressing them.	Regular monitoring and testing to ensure progress.	Curriculum Leaders of English and Maths	At every data collection
A: Improve the quality of teaching in core subjects by creating additional staffing in Maths and English, giving additional sets and providing tighter setting in KS4	Maths: creation of a disadvantaged set taught by Vice Principal (VP Curriculum) to reverse previous underachievement.	Good quality first teaching.  Positioning the teachers with the track record of success in the key groups.	New Vice Principal starting in October: data collections to track improvements  English will enable different pathways, allowing for some early entry	Curriculum Leaders of English and Maths	January 2016
D: Improved progress for high attaining pupils  C: Aspirational visits and speakers	Regular monitoring and mentoring of high attaining students (HATs). Liaising with parents. Working with curriculum leaders (CLs) to develop stretching curriculum. Bucket meeting focus. Aspirational speakers and visits.	Engaging parents and challenging curriculum leaders to achieve the highest grades for disadvantaged students.  Raising aspiration and defining progression routes is known to help students and motivate them to higher success.	Time of a dedicated coordinator for HATs with dedicated time for disadvantaged students. Specific 'bucket' meetings to forensically analyse the progress of disadvantaged HATs Tracking systems. Interventions and support after school, during holidays and at weekends to tackle underachievement	Most Able Co-ordinator  Vice Principals	January 2016
<b>Total budgeted cost</b>					<b>£228 607</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will we review impact?</b>
A: Improve Key Stage 4 outcomes	Introduction of Challenge meetings in Progress 8 Buckets (Bucket meetings)  Departmental Intervention Fund	Holistic intervention strategy; looking forensically at the performance of each underperforming student.  Specific focus upon disadvantaged students within the accountability cycle.  Departmental skills gap intervention: 1-2-1, small groups, holidays and weekends.	Led by both Vice Principals and quality assured by both achievement partner and governors.	Vice Principal	January 2016
B: Raise attendance and punctuality of all disadvantaged students so that their rates match those of all pupils nationally	Appoint disadvantaged champion.  Weekly monitoring of pupils <94.5% and those for whom punctuality is becoming an issue.  Monitor uptake of disadvantaged students at breakfast	Regular monitoring, direct engagement and instant intervention  Holding parents to account for their children's attendance.  Students' concentration and motivation improves.	Regular supervision of disadvantaged champion by Vice Principal (Pastoral).  Parents called to account before Governors  Catering staff monitor uptake which increases term on term.	Vice Principal	Termly
<b>Total budgeted cost</b>					<b>£82 461</b>

### **How successful has the pupil premium strategy been to date?**

#### What has worked well and resulted in improvements?

- The deployment of funding in 2015/16 has had a positive impact in almost all respects. The academy met almost all of its 2015/16 plan objectives. This resulted in a number of improvements in students' outcomes as the academy's final evaluation of its plan and strategy will attest, once nationally validated attainment and progress information is available in order for the academy to compare itself against national benchmarks.

- While some differences in the attainment and progress between pupil premium pupils and their non-pupil premium peers in the academy remain, there are clear signs that on many performance measures these differences are diminishing. At this stage there are clear indicators of improvements in attainment and progress through for example:
  - almost twice the number of PP students (21 out of 71) achieved 5 A\*-C including English and maths compared to 2015 (11 of 58);
  - the proportion of PP students achieving a C+ in English increased from 23% to 41% and in Maths from 19% to 30%;
  - by the end of Year 11, students had made good or better progress in a range of subjects including art, hospitality, textiles, manufacturing, hairdressing, ECDL and performing arts;
  - the two students with achieved the highest Progress 8 score at the end of Year 11, demonstrating outstanding progress from low initial starting points, were both students supported by pupil premium funding;
  - the outcomes for the high attaining pupil premium students improved strongly;
  - throughout the academy, students' rates of progress began to pick up increased pace as a result of the improvements in teaching and learning; in key stage 3, pupil premium pupils in each year group generally made the same progress as their peers.
  - effective use of catch up funding resulted in 91% of Year 7 students in English and 92% in Maths attaining L4+ as a result of successful targeted interventions.
- There have been improvements in the quality of teaching and learning.
- Targeted learning interventions and support were well attended, with 100% of year 11 students attending at least 1 hour per week.
- Students benefitted from highly sensitive and personalised care and support.
- All pupil premium students participated in work experience.
- Participation rates in extra-curricular activities were high.
- High expectations about behaviour for learning resulted, for example, in excellent punctuality to schools and lessons.
- Attendance rates for pupil premium students in 2015/16 were above the national average for this group: 93% compared to 92.5%
- There have been no permanent exclusions for 6 years. The percentage of pupil premium students who were persistent absentees was 18%, well below the national average for this group of 26.9%.
- The 'Bridge,' which is the academy's own on-site alternative provision, has ensured that the students presenting with the most challenging behaviour (mainly boys) have stayed safe within school; these students have been effectively supported and more engaged in learning.
- Links between the academy and home have been strengthened and parental engagement is increasing.
- High quality careers information, advice and guidance and a curriculum matched to students' needs and interests has resulted in 100% progression into education, employment or training at the end of Year 11.