ACADEMY@WORDEN

PUPIL PREMIUM REPORT 2017/18

Academy@Worden received £148,994 of pupil premium funding for the academic year 2017-18.

Our overall objective for pupil premium was to narrow the disadvantage gap by addressing inequalities and raising attainment of students in receipt of the pupil premium.

	Objectives	Outcomes
1.	Improving numeracy through a range of interventions and whole school strategies.	• Cross Curricular Numeracy week took place in July 2018. • Numeracy INSET training for staff took place in May 2018. • Numeracy coordinator working with subjects on new curriculum content (for example in Geography and Science). • Common approaches to mathematical concepts shared with all new staff. • Mathematics Mastery feedback from Subject Development Lead has been positive and Mastery has been introduced to Year 9. • Common approaches to mathematical concepts shared with all new staff. • Year 11 received timetabled maths intervention.
2.	Improve literacy through coordinated use of the Accelerated Reader programme for pupils in Years 7-10.	• Accelerated reader programme continues to be used in Years 7-10. Mean of 9 months improvement in reading age in 6 months (Mean months improvement for PP and non PP is equal, standard deviation higher for PP than non PP indicating more variation in effectiveness for PP students).
3.	Use teaching assistants to provide additional learning opportunities and individualised support.	• TAs continue to provide 1 to 1 support for targeted students and run regular small group sessions. Target groups link to attainment and progress.
4.	Provide further CPD to improve teaching and learning and marking and feedback.	• T&L Workshops held for staff on a regular basis, positive feedback from staff voice. • Marking & Feedback policy updated. • Year 8 Maths involved in 'number.school' pilot through Mathematics Mastery which uses online feedback and feed forward.

		• Homework policy continues to raise expectations in terms of independent work.
5.	Provide a programme of personalised revision, including revision guides for Year 11 students making greater use of gap analysis.	• Revision guides & materials supplied as a pack to Y10 and 11 students • (funded for PP students) • Whole school timetable introduced for after school revision and this has rolled forward into 2018/19 to work with the blue AIP cards. • Synergy used to monitor attendance and sanctions issued for students not attending sessions.
6.	Use outside agencies to monitor and quality assure provision.	• Peer support visits taken place by Headteachers from schools within the Preston Teaching Alliance. • Feedback shared with staff during INSET & acted upon. • Meetings held with Headteacher & Middle Leaders.
7.	Provide a counselling service for students.	• An experienced Counsellor continues to provide effective support for a number of pupils throughout the year.
8.	Provide effective careers advice and guidance through the employment of a Careers advisor.	• Year 10 and 11 students have had one to one interviews. Priority and follow up given to PP students. • Part time careers advisor provides individual careers support. • Assemblies held by local Post 16 • Education and training providers. • Careers fair and mock interviews used to prepare pupils for their future.
9.	Provide mentoring support for Y11 students through access to a Learning Mentor.	• The majority of Year 11 students took up the offer of a staff mentor. Priority given to PP students to ensure they had a mentor with whom they had a strong relationship with. • Ex-Services mentor worked with key students, priority given to PP students.

10.	Improve punctuality and attendance by providing PP students with a free breakfast.	• Meetings held twice per term to target PP and vulnerable students. • Free breakfast now offered through the school canteen to increase up take.
11.	Improve attendance by consolidating initiatives to support students with the lowest attendance.	• All 16 pupils with unauthorised holidays received fixed penalty notices • 9 fixed penalty notices were issued for persistent absence and 3 prosecutions for continual non-attendance. • Home visits carried out by SLT and Pastoral staff when students were absent from school.
12.	Provide a 'Nurture Group' facility and support for students with emotional difficulties.	• Lead TA has led groups to support pupils with Social and Emotional difficulties in 2017/18 supported by Megan Hughes from Acorns.
13.	Provide additional classes for underperforming students before, during, after school and in school holidays.	• Timetable produced for whole school revision. • Rewards given for attendance & sanctions issued where students did not attend. • Revision sessions held in Easter and half term holidays. • Pre exam sessions held on the day of the exam for last minute reminders and tips.
14.	Provide resources, uniform & ICT equipment for students who require assistance.	• Uniform, PE Kit, Food Tech ingredients funded for students where financial assistance is needed. • Learning resources, such as revision guides and workbooks are provided by individual departments.
15.	Increase the involvement of parents and carers to ensure they understand their role in maximising the achievement of their child(ren).	• Evenings held for Y7-9 parents regarding how they can best support their child(ren) to become effective independent learners. • Parental information evenings held for parents of KS4 students including evenings for KS4 Maths.

16.	Develop Individual Learning Plans for students with additional needs.	• Learning plans in place, up to date and made available to relevant teaching and support staff.
17.	Purchase specialist resources & develop Education, Health and Care Plans for students with additional needs.	• WRAT tests available and used to assess students literacy levels. Relevant tests carried out by AMH to ensure provision in place where needed.
18.	Departments to develop strategies to help reduce in house gap between disadvantaged and non-disadvantaged pupils.	• Departmental plans have been written in order to effectively support PP students within subject areas. • Good practice has been shared across departments to ensure that provision across the school is consistent.
19.	Further develop the rewards and incentive system, including developing opportunities to celebrate success.	• G14 weekly review and reward based on key foci for Y11 pupils in all subjects to raise attainment at KS4. • Reward trips and celebration assemblies take place half termly. • Year 11 revision card initiative introduced to reward students and encourage independent learning.
20.	Provide support for students to improve handwriting.	• Handwriting intervention has taken place for identified students during Learning Quarter. • Extended sessions to take place in 2017/18.
21.	To provide opportunities for students to visit universities, colleges and employers in order to raise aspirations.	• Worden have taken part in almost all Gifted & Talented events at Runshaw. A group of 10 pupils attended a taster day at UCLAN. .
22.	To provide training in revision techniques for KS4 students and provision for improving performance in controlled assessment.	• Revision skills days taken place for KS4 students.
23.	To provide support for students with behavioural issues through access to an Inclusion and Mentoring Manager.	• Support provided by two members of staff in the inclusion unit and followed up if required after leaving the provision.
24.	To raise attainment in Maths through the introduction of the Mathematics Mastery Programme.	• Programme extended to Year 9. • Positive feedback from Subject development Lead. • All maths staff and some Science and cover & support staff trained in MM. • Mastery gradebook showing good levels of

		progress compared to MM schools nationally.
25.	Continue to strengthen assessment and reporting systems by increasing assessment points and improving the quality of the data. (ALPS/SMID)	• Assessment calendar reviewed and amended for 2017/18. • ALPs is used to benchmark attainment at subject and class level. • New KS3 assessment system introduced to ensure KS3 assessments are robust and linked to GCSE. • SMID introduced to improve effectiveness of tracking progress of pupil groups.
26.	To provide opportunities for students to be involved in sport and extra-curricular activities and competitions.	• A wide range of sporting and extracurricular activities continue to be provided with teams being successful in local leagues and national competitions. New competitions introduced in MFL, Humanities and Science. • Pupil premium promise introduced to ensure that pupils are taking up extra-curricular opportunities and that this is monitored. • Additional extra-curricular provision has been launched at lunch time and after school, to provide greater opportunity for pupils.
28.	To provide case studies of PP students provision and targeted assertive mentoring to support PP pupils at risk of underachieving.	• All PP students considered to be at risk of underachieving have been interviewed on a one to one basis to identify any required support/intervention.
29.	To raise achievement through the use of GCSE Pod.	• All PP pupils have access to GCSE Pod via their mobile phones, computers at home and computers in school.

Expenditure	£
SENCO/LEAD TA salaries	39523
TAs & Mentoring salaries	20277
Attendance Officer salary	14740
Progress Manager salaries	32664
Counselling Services	12462
Careers Adviser	4632
Breakfast Club	231
Rewards	4652
Data Sec	3750
Study Skills Workshop	700
Show My Homework	1200
Subject PP Initiatives	645
Accelerated Reader	3617
GCSE Pod	2062
Scanning Pens	1819
Psychology Services	2240
Maths Mastery	3780
Pupil Premium Funding for Year	**148994**

Impact of the use of Pupil Premium

The Pupil Premium is designed to narrow the gap between the most and least disadvantaged students in our communities. The data below, taken from our analysis of the 2016 results reflects the results gained by students who are either in the care of local authority, eligible for free school meals (or have been within the last 6 years) or who are children of parents serving in the Forces.

The quality of teaching has continued to improve with the support of pupil premium funding. This has been supported by the judgements made in the Ofsted inspection in February 2016. Systems are in place across the Academy to ensure that all staff are regularly updated with information about pupil premium students.

Raising achievement and narrowing the gap:

In 2018, 52% of disadvantaged students achieved the basics measure (9-4 in Maths and English) compared with a National figure for non-disadvantaged students of 71% (2017). This is an increase of 11% on 2017. In 2018 59% of disadvantaged students achieved 9-4 in Maths and 57% in English.

In 2017, 37% of disadvantaged students achieved the basics measure (9-4 in Maths and English) compared with a National figure for non-disadvantaged students of 69% (2016). This is a decrease of 14% on 2016. In 2017 41% of disadvantaged students achieved 9-4 in Maths and 68% in English. In 2016 the figures were and 55% and 73% respectively. Three levels progress between Key Stage 2 and Key Stage 4 is a key measure of the success of youngsters. The gap analysis for 2014-18 is shown below.

3LP	Eng 2015	Eng 2016 (27% PP)	Eng 2017 (46% PP)	Eng 2018 (30% PP)		Maths 2014	Maths 2015	Maths 2016 (27% PP)	Maths 2017 (46% PP)	Maths 2018 (30% PP)
PP	71	85	64	68		18	43	69	27	41
nPP	91	89	60	83		59	68	60	58	65
GAP	**-20**	**-4**	**4**	**-15**		**-41**	**-25**	**9**	**-31**	**-24**

In English the gap between disadvantaged and non-disadvantaged pupils has decreased consistently, in terms of the proportion making at least expected progress, between KS2 and KS4 since 2014, until 2018 when nPP pupils outperformed PP pupils by a considerable margin. However, in both 2016 and 2017 the gap was just 4% with disadvantaged pupils outperforming non-disadvantaged in 2017.

In mathematics there was a similar trend between 2014 and 2016, when disadvantaged pupils outperformed non-disadvantaged by 9% in terms of the proportion making at least the progress expected of them. In 2017 a negative gap between PP and nPP developed and the non-disadvantaged pupils made the most progress, but this has reduced by 7% in 2018 and is still half the size of the gap in 2014.

2014 (Disadvantaged Summary)	2015 (Disadvantaged Summary)	2016 (Disadvantaged Summary)	2017 (Disadvantaged Summary)	2018 (Disadvantaged Summary)
English 997.1 Maths 995.1 Both of these measures are in line with the national figure	Progress 8 Measure English -.025	Progress 8 Measure English: 0.2 Maths: -0.2 Overall: -0.2 (-0.1 for all pupils)	Progress 8 Measure English 0.23 Maths -0.64 Overall -0.5 (-0.35 for all pupils)	Progress 8 Measure English 0.26 non-validated data. Maths -0.2 non-validated data. Overall -0.26 (0.05 for all pupils) non-validated data.

The percentage making expected or better than expected progress in English was around the national figure. All pupil premium pupils achieved five or more GCSEs at grades A*-G including English and maths	At least expected progress Maths 43% English 58%	At least expected progress Maths 69% (GAP 9%) English 85% (GAP -4%)	At least expected progress Maths 64% (GAP -31%) English 23% (GAP 4%)	At least expected progress Maths 41% (GAP -24%) English 68% (GAP -15%)

Attendance Data for disadvantaged students.

	WORDEN (2015/16)	NATIONAL (2015/16)	WORDEN (2016/17)	NATIONAL (2016/17)	WORDEN (2017/18)	NATIONAL (2017/18)
Attendance (% of sessions missed)	5.3	7.2	6.3	7.5	7.9	8.9
% of persistent absentees (students missing 10% of sessions or more)	13.1	21.6	18.4	22.4	23.9	23.5