



Pupil Premium 2015/16

The Pupil Premium is additional funding received by the academy to raise the attainment of pupils who are currently eligible for Free School Meals (FSM) or have been eligible in the past 6 years, have been designated as a looked after child for more than 6 months, or for children whose parents are currently serving in the armed forces. The funding is used to contribute towards closing the gaps between these pupils and their peers.

In 2015/16 a substantial amount of the funding received was spent on specialist staffing to support the academic, pastoral and social needs of these students. Pupil Premium funding was spent on:

- Additional staffing for core subjects
- Additional teaching groups for more able students
- Additional teaching support in English and Maths
- 1 to 1 Pupil Premium teaching assistants
- Maths tutoring
- Intervention Coordinator and Pastoral mentoring
- Transport
- IT
- Library and curriculum resources
- Alternative curriculum provision

Impact of Pupil Premium Spending 2015/16

Pupil Premium funding has assisted in raising the achievement and progression of disadvantaged students in our academy. The funding has allowed the academy to implement several initiatives which have contributed towards improving the success of disadvantaged students academically, culturally and socially. The impacts of these initiatives, together with many other strategies which the academy employed in the 2015/2016 academic year are discussed below.

Outcomes 2015/16

Basics

The prior attainment, in terms of Key Stage 2 average fine points score, of students studying in Year 11 in 2015/16 was significantly below the national average. However, the proportion of disadvantaged students achieving A*-C in English and Mathematics (Basics) increased from 37% in 2015 to 38% in 2016.

Progress 8

The Overall Progress 8 score of disadvantaged students in 2016 was -0.54. This is a significant improvement on the score of disadvantaged students in 2015, which was -0.91.

The English element Progress score of disadvantaged students was -0.31, similar to the national average (-0.25), and an improvement from -0.50 in 2015. The Mathematics element Progress score of disadvantaged students was -0.43, an improvement from -0.78 in 2015.

The progress achieved by the vast majority of disadvantaged students was in line with other students at the academy.

Legacy Measures

The proportion of disadvantaged students making expected levels of progress in English in 2016 was 65%. This represents a gap of -9% which is better than the national gap of -17%.

English	Expected Levels of Progress (CEC) Disadvantaged Students	Expected Levels of Progress (National Non-Disadvantaged Students)	Gap
2016	65%	74%	-9%
2015	54%		-20%

The proportion of disadvantaged students making expected levels of progress in Maths in 2016 was 41%. This is an improvement on 2015.

Maths	Expected Levels of Progress (CEC) Disadvantaged Students	Expected Levels of Progress (National Non-Disadvantaged Students)	Gap
2016	41%	72%	-31%
2015	38%		-34%

The academy has allocated funding for 2016/17 to continue to improve learning outcomes for disadvantaged students.