

Freebrough Academy
Pupil Premium 2015 - 2016

Pupil Premium is additional funding provided by the Department for Education (DfE) to enhance the education of disadvantaged young people. The funding is allocated to schools for children from Reception to Year 11 who have registered for free school meals in the last six years, are in care or who have parents in the armed forces. In 2015 - 2016 the funding allocated was £935 for children in receipt of free school meals (FSM) and £300 for children of Armed Forces families. Amounts are allocated per government financial year ending each 31 March. Allocations are not made for pupils in Post-16 education.

DfE Financial Year (Ending 31 March)	Amount per FSM pupil	Number of FSM pupils (Ever 6)	Total funding
2011 - 2012	£488	351 (46%)	£183,664
2012 - 2013	£900	357 (48%)	£287,806
2013 - 2014	£935	367 (49%)	£371,289
2014 - 2015	£935	310 (48.9%)	£334,634
2015 - 2016	£935	326 (49.5%)	£304,810

Year Group Profiles 2015-16

Total Pupil Premium Funding £304,810			
Number of students eligible for Pupil Premium 326 (49.5%)			
Year Group	*DA	LAC	%DA
11 - 133	59	1	44.4%
10 - 115	60	0	52.2%
9 - 121	58	0	47.9%
8 - 121	61	0	50.4%
7 - 168	88	2	49.5%

(*DA =Disadvantaged Students / Students eligible for Pupil Premium Funding)

Pupil Premium funding is spent in an integrated and targeted way on a wide range of interventions to ensure that entitled students receive the opportunity for additional support and access to all learning opportunities in order to improve outcomes. Strategies that we use are drawn from the Education Endowment Foundation Toolkit and are known for their positive impact.

Strategies & Interventions at Freebrough Academy:

Strategy	Target Group	Cost £
TEEP	All students	Academy Budget
HIGH QUALITY MARKING & FEEDBACK	All students	Academy Budget
PLATINUM GROUPS	Vulnerable students Y7-Y11	98,919
BREAKTHROUGH	81% DA students	48,586
HOMEWORK/SPORTS CLUB	KS3 Boys (DA)	1,739
READING RECOVERY	Below L4 KS2 & 7PLAT	2054
ACCELERATED READER / READING TESTING	All students	3,150 1,735
MENTORING	Y11 Priority students	1,465
RAISING ATTAINMENT EVENINGS	Y11 Priority students	Academy Budget
REVISION GUIDES	Y11 DA	Academy Budget
EXTENDED SCHOOL (P6 & P7, SATURDAYS, HOLIDAYS)	Y10 & Y11 Priority students	11,469
STUDENT CONFERENCES	Y11	Academy Budget
EARLY TRANSITION	Y7	Academy Budget
EXTENDED EARLY TRANSITION	Y7 DA	Academy Budget
BESPOKE CURRICULUM (ALT ED)	Y8 – Y11 DA	Academy Budget
ENGLISH INTERVENTION GROUP	Y11 DA	Academy Budget
STUDENT PROGRESS LEADERS	DA Students	36,010
ATTENDANCE TEAM	PA DA	10,994
ATTENDANCE INCENTIVES	DA	Academy Budget
TIME 4 YOU COUNSELLORS	All students	7,622
BEHAVIOUR SUPPORT PROGRAMMES (HUMAN UTOPIA)	All students	Academy Budget
PEER MENTORING (FAB)	DA	703
PASS TESTING	All students	Academy Budget
POSITIVE CITIZENS OPPORTUNITIES	Y7 & Y8 DA Students	Academy Budget
PASTORAL LEADERS	All students (Primarily DA)	96,589
SPORTING OPPORTUNITIES	All students	Academy Budget
ENRICHMENT CLUBS	All students	Academy Budget
DUKE OF EDINBURGH	All students (Primarily DA)	Academy Budget
EUROPEAN ENTERPRISE TRIPS	Priority students & DA	Academy Budget
LRC HOMEWORK CLUB	All students	1,786

Impact of integrated and targeted support

The impact of educational attainment arising from the expenditure of the previous financial year's Pupil Premium has contributed to improvements in reading, writing and attendance. Our 2016 exam results show that 46.6% of students achieved 5A*-C including English and maths. Overall the 2016 Y11 cohort achieved the progress detailed in the table below:

<u>Progress 8</u>	<u>Attainment 8</u>	<u>English & Maths C+</u>	<u>Ebacc</u>
<u>0.02</u>	<u>47.2</u>	<u>46.6%</u>	<u>8.3%</u>

Attainment 8 score is 47.2 which is a 7.3 improvement compared to 2015 when the Attainment 8 score was E (39.9). The Progress 8 score is 0.02 which means that on average, students are making better progress than national average (0). This is a 0.7 improvement compared to 2015. The English and maths percentage is 46.7%; English achieved 73.7% grade C or above (69.4%: 2015) and maths 49.6% (52.1%: 2015). In terms of 3 A*/A maths achieved 7.5% which is a 6% increase compared to 2015; English achieved 20.3% A*/A. We had 100% pass rate for students studying Ebacc subjects.

The following subjects made the following improvements in expected levels of progress compared to 2015 outcomes:

Subject	%
Biology	27.7
Resistant Materials	31.5
Chemistry	34.4
Art	37.4
Business	40.0
French	40.4
Statistics	43.6
Engineering	43.8
Drama	51.0

For the following subjects DA v OTHER gaps are below 10% for expected levels of progress:

Subject	%
Enterprise and Entrepreneurship	0.0
Statistics	0.5
Biology	1.7
Chemistry	1.7
Geography	3.8
French	5.7
Health and Social Care	5.8
Art	6.3
Textiles	8.3
Business	9.3

For Year 11 students eligible for Pupil Premium funding, gaps were narrowed in a number of key areas: the Attainment 8 score gap was **13.1** (2015: **15.8**). In terms of Progress 8 the gap was **0.7**; DA students' Progress 8 score was **-0.37** (2015: **-1**). There was a **25.9%** (2015:**33.3**) gap between DA and other students for the English and maths percentage KPI. English **31.9%** gap (2015:**33.3%**); maths **22.2%** gap (2015:**29.2%**).

Year 10: The Year 10 cohort comprised of 116 students of which 44% are male and 50.4% are DA. In terms of the Attainment 8 the gap is only 3.9 which is approximately a third of a grade in favour of other students. For Progress 8 there is no gap between students eligible for Pupil Premium funding and those who are not. For English and Maths percentage

making expected levels progress the gap is 15.5%; 25.9% in English and 13.8% in maths in favour of students who are not eligible for Pupil Premium funding.

Year 9: This year group comprises of 112 students of which 42.1% are male; 49.1% are DA. The Attainment 8 score for this year group is 51.9 (C) and Progress 8 is -0.1. The E+M% is 58.9%; English at 76.8% and maths at 61.6%. This year group has the largest number of students entered for the Ebacc with 17.9% of the cohort entered of which 100% are on track to achieve. For pupils eligible for Pupil Premium funding the Attainment 8 gap is 8.1; Progress 8 gap is 0.4 where DA students are making negative progress. The E+M% gap is 19.3%; English 25.8%; maths 13.9%

Year 8: This cohort comprises of 130 students with 43.3% male and 49.2% DA. The gap for English good progress is 7.2% and 17.7% in maths in favour of other students.

Year 7: This cohort comprises of 169 students with 56.8% male and 51.4% DA. The gap for English good progress is 12.6%; 7% in maths in favour of other students.

The impact of targeted intervention and support for students classed as disadvantaged also shows improvements in attendance:

Attendance at Freebrough Academy has improved considerably since 2011. Whole Academy attendance in the academic year 2014/2015 was 93.9% compared to the 2013/2014 academic year, which was 93.1%. The attendance for the Academy at the end of the spring term for the Academic year 2015-16 was 94.4%. The percentage of students missing 15% of school or more has reduced by 5.3% since 2011 and those students missing 10% or more has reduced by 2.7% since 2014.

ALL STUDENTS						
	Overall		PA (15%)		PA 10%	
	NA	FB	NA	FB	NA	FB
2011	93.5	91.2	9.6	14.9		
2012	94.3	93.8	6.9	9.1		
2013	94.1	93.6	6.6	7.3		
2014	94.9	94.5	5.8	6.1		20.7
2015	94.8	93.9	5.6	9.5		15.8
2016		92.6		9.3		18

Those students identified as disadvantaged also show similar improvements with a reduction in those students missing 85% of school reduced by 11.8% since 2011 and those students missing 10% or more reduced by 3.9% since 2014.

DA STUDENTS				
	PA (15%)		PA 10%	
	NA	FB	NA	FB
2011	20.3	26		
2012	13.8	13.7		
2013	12.8	11.4		
2014	11.5	10.8		27.8
2015	10.9	13.7		23.1
2016		14.2		23.9

Pupil Premium students accessing Breakthrough:

“Breakthrough” is an internal alternative provision within school for students who face challenges in mainstream lessons. Our mission in Breakthrough is to provide high quality teaching and learning so that all students who access the provision make good and outstanding progress. Students follow a very personalised timetable; this may include a mixture of mainstream lessons, progress group and Breakthrough. For a small few, a fulltime placement in Breakthrough is needed. At times, some students may access Breakthrough during alternative hours such as 12.00pm to 5.00pm. Key Stage 3 students study core subjects such as English and maths, but also access basic literacy and numeracy intervention where appropriate. Furthermore, they take part in personalised learning projects, often tailored around their individual interests and hobbies. Students also engage in work to develop SMSC values. Key Stage 4 students have the opportunity to study a full Progress 8 curriculum. Students also complete life skill work to help maximise life chances and support transition to post-16 education and future careers.

Year	Number of Disadvantaged	% of group Disadvantaged
7	3	100
8	6	75
9	6	86
10	6	66
11	3	100
Total: 33		Av: 85%

At the end of the second year of Breakthrough (July 2016), we now have enhanced our KS3 and KS4 curriculum. KS3 students study project based work that incorporates all aspects of the curriculum to put them in good stead for their KS4 studies. They have also thrived with their alternative curriculum including catering, horticulture, art and fitness. Key Stage 4 students have the opportunity to study a full Progress 8 curriculum. In 2013-14, we had 20 students accessing alternative provision. This reduced in 2014-15 but did see an increase in 2015-15 up to 18 students. However, this is still less than the number of students on alternative provision 2 years ago.

Breakthrough 2015-16 DA Progress (July 16):

Year	DA Progress Count Good/Outstanding	Year Group Average	Difference
7	50%	76%	-26%
8	11%	71%	-60%
Year	DA Average Progress Grade	Year Group Average	Difference
9	-0.5	0.2	-0.7
10	-0.3	0.3	-0.6
11	-0.2	0.15	-0.35

Pupil Premium Summary Platinum (Progress Groups)

For students in need of additional learning support, we offer a mainstream 'Progress Group'. Each year group (Y7-11) has a 'Progress Group' which have been given the class name of 'Platinum'. This is a smaller class of 12-14 students with a learning support assistant assigned to the group. The group access a modified curriculum based on enhancing skills and closing the gap of attainment. A basic literacy and numeracy theme is embedded across the curriculum, with additional intervention in literacy and numeracy recovery, where appropriate. A constant group of 'champion SEND teachers' lead the Progress Groups and help to drive high quality teaching of SEND students across the Academy.

End of Year Progress 2015-16

Y11: At the last assessment point, the Y11 platinum group were making excellent progress with a progress gap of 0.08 between themselves and the rest of the cohort (in favour of Platinum).

Y10: The Year 10 Platinum group finished the year with a progress gap of 0.9 in favour of Platinum compared with the rest of the cohort.

Y9: The Year 9 Platinum Group finished the year with just a small gap between them and the rest of the cohort. This was just 0.8 in favour of Non-Platinum. Platinum particular excelled with 4LP maths in which they out-competed Non-Platinum by 2.5%. They also performed well with 3LP English, with just a 6.1% gap between them and the rest of the cohort.

Y 7& 8: The Year 8 Progress group finished the year with 61.3% of individual student subject progress demonstrating good and outstanding progress. Non-Platinum finished with 72.5% good or outstanding meaning a reasonable gap of 11.2%. The Year 8 Platinum Group again demonstrated accelerated progress with reading, the average increase in reading age progress was 11.6 months during a 6 month period. This was compared to an average increase of 5.8 months for the rest of the cohort.

The Year 7 Platinum Group also excelled with reading. The average increase in reading age was 19.5months in a 6 month period. This is compared to a 10.9 month average increase for Non-Platinum students.

Year 7 Catch up English and maths:

English: Year 7 Reading Intervention

Students followed a triangulated approach aimed at increasing their reading ages and therefore making the curriculum easier to access across the Academy. Students worked in groups of six and spent time completing the Reading Recovery programme, Lexia and completing reading tests using Accelerated Reader. 61.3% of students in year 7 made 7 months of progress or more with 48.4% of students making more than 12 months progress. 76.5% of the students have improved or maintained their AP predictions in English.

Year 7 PLATINUM received an extra hour English provision a week. This allowed the curriculum to be adapted for their needs to help support their progress. The additional time was used to break down aspects of work into more manageable sections and to give them greater time to develop their reading ages.

Maths:

Key Stage 3 – “Maths for Breakfast”

- Each year group has a maths teacher with the responsibility for delivering the Maths Recovery Programme
- The intervention programme has been designed using Complete Maths to target specific number topics which, once mastered, should accelerate the progress made by the students
- Students have two additional maths lessons a week each lasting 15 minutes
- The lessons start at 8am with breakfast and transport to the Academy provided

Year 10

- Students will access an additional one hour lesson a week (period 6)
- The Key Stage 3 Maths Recovery resources as well as the Key Stage 3 gap analysis tools are used to deliver a bespoke intervention programme of study to the students involved

Pupil Premium Funding 2016 - 2017

Total Pupil Premium Funding (budgeted) £318,835			
Number of students eligible for Pupil Premium: 341 (49.1%)			
Year Group	DA	LAC	% DA
11 – 115	57	0	50%
10 – 117	58	0	50%
9 – 133	64	2	49.2%
8 – 169	86	2	51.1%
7 - 160	76	0	48.7%

Pupil Premium funding, in 2016-2017, will continue to improve outcomes for disadvantaged pupils through:

- A consistent approach to Marking, Assessment & Feedback. To ensure that students receive quality feedback that helps them to improve their work, we continue to develop the common format across all subject areas.
- Continue to develop the Teacher Effectiveness Enhancement Programme (**TEEP**) training, coaching and mentoring. To ensure that lessons are engaging and challenging. Quality first teaching across the curriculum will lead to improved outcomes for students
- Weekly monitoring and tracking of High Priority Students in Year 11 to ensure that interventions improve disadvantaged students' outcomes and that those students are best prepared for examinations.
- Precision tracking and interventions to ensure that teachers prioritise the closing of the attainment gap between disadvantaged and other students. Data dashboard meeting and Progress Review Meetings (PRM) ensure forensic analysis of data and targeted support.
- The continued development of our 'Breakthrough' provision allowing a personalised curriculum in an alternative environment for our most vulnerable students where they can follow accredited courses delivered by specialist teachers.
- The development of the Learner Effectiveness Enhancement Programme (**LEEP**) programme to strengthen learner behaviours so that students are resilient and thrive when faced with challenges.
- Continued provision of the counselling service to ensure the positive emotional well-being of our most vulnerable students.
- Close monitoring and support of our disadvantaged students to ensure they have good attendance, leading to improved outcomes. The Attendance Officer and Attendance Clerk will target disadvantaged students for this level of support and challenge.
- Our accelerated progress groups, Platinum, will support our disadvantaged students to achieve high standards, particularly in the areas of literacy and numeracy.
- The Accelerated Reader and Reading Recovery programmes will support disadvantaged students to improve their reading ages and to ensure they are able to access the broad curriculum the Academy has to offer.
- Our popular enrichment programme will support disadvantaged students' participation in extracurricular and out-of-school activities to ensure students develop a broad set of skills.
- Enabling disadvantaged students to access a broader and more bespoke curriculum in order to keep them engaged in education and offer a wider range of accredited routes. All courses are developed with post 16 progression routes.
- Student Progress Leaders focussing revision and independent study strategies on disadvantaged students to ensure they are best prepared for external examinations.
- Catch up programmes in maths and English will address basic literacy and numeracy skills deficits to ensure that students who were not considered 'Secondary Ready' at KS2, make accelerated progress and do not fall behind.