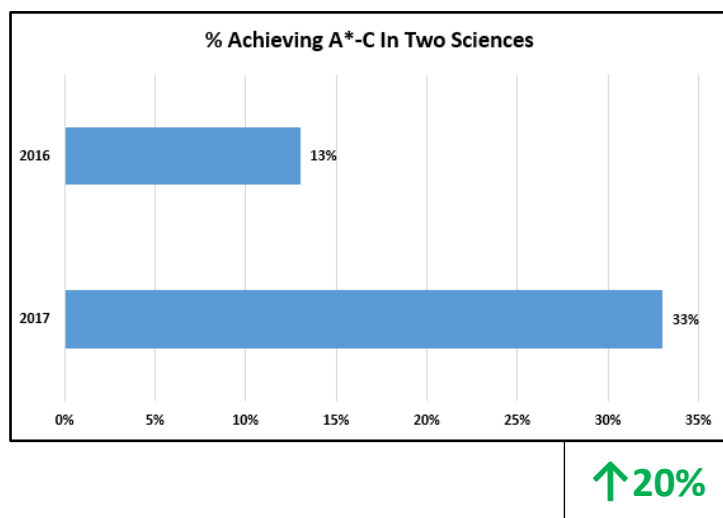
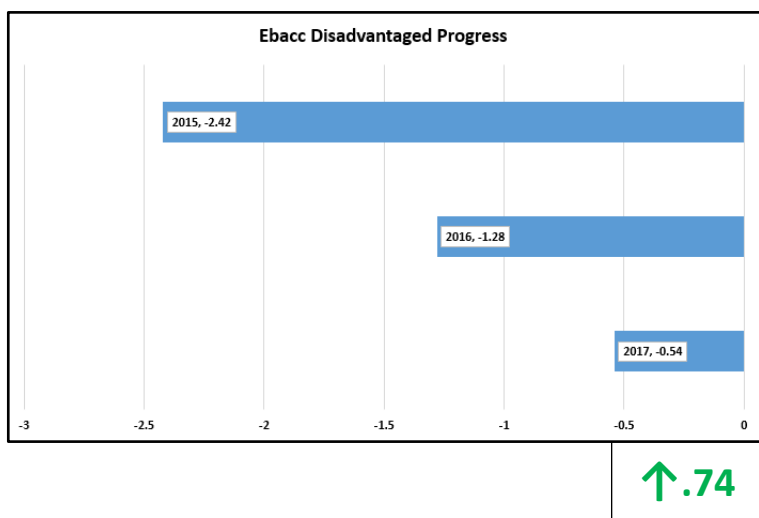
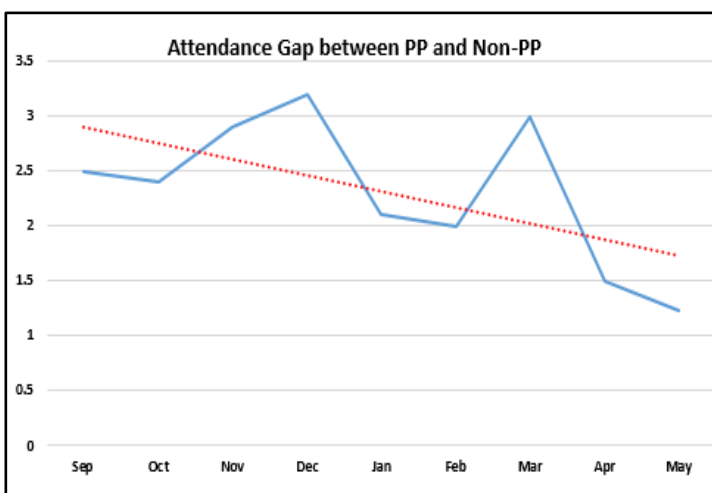
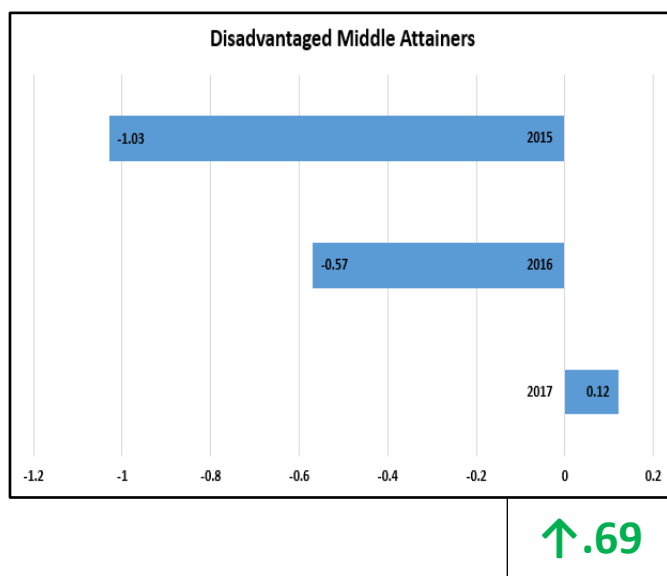
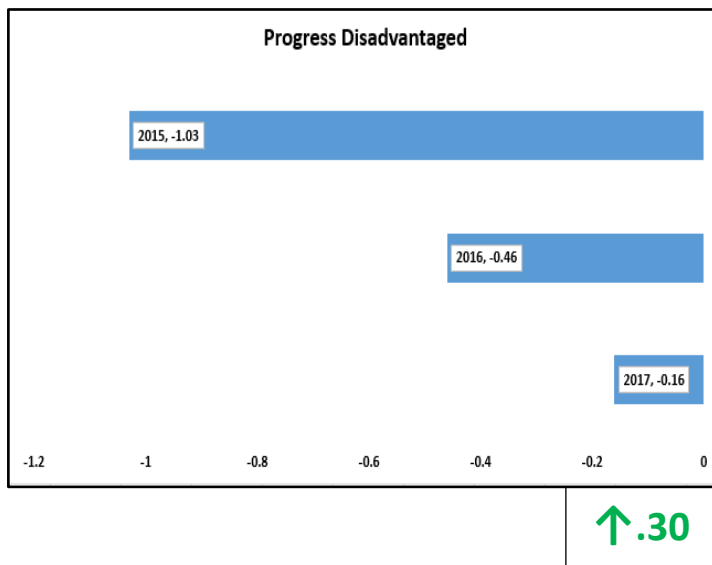
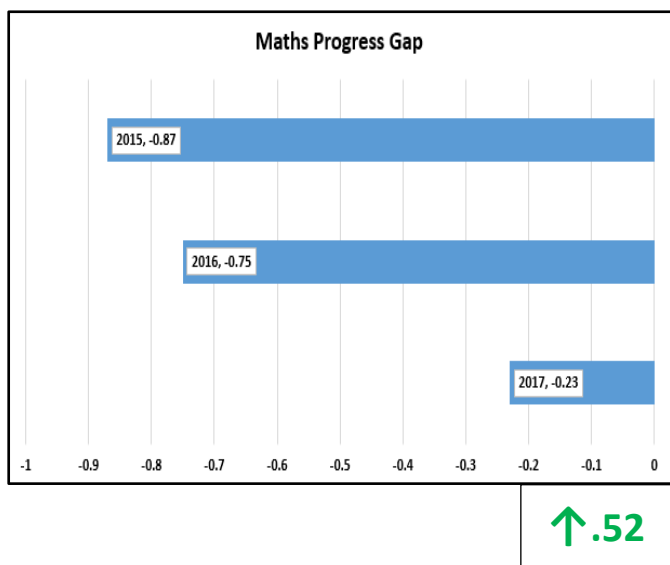


# Pupil Premium Statement 2016/2017

Areas of focus for 2016/2017



The strategies employed at De Warenne Academy in 2016/17 have had a significant positive impact on the progress of our disadvantaged students. We are delighted to announce that we have significantly reduced the gap between the progress made by our disadvantaged students compared with other students. Below is a review of the expenditures which helped to bring around these improvements in performance of the pupils eligible for pupil premium.

Review of expenditure				
Previous Academic Year		2016/2017		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A. Narrowing of the gap between PP and 'other' pupils in mathematics.</p> <p>B. Improved progress for middle ability pupils eligible for PP.</p>	<p>Whole staff CPD delivered on collaborative learning techniques. Teaching practice monitored by SLT through learning walks (at least one member of SLT walked the academy every lesson) and formal lesson observations. Any teacher that received a requires improvement judgement was given a six week support plan concluding with a second observation with the focus on achieving at least a good judgement. Pupils placed strategically in mixed ability groups with PP pupils/middle ability PP pupils positioned to benefit.</p>	<p>Percentage of formal lesson observations judged at requiring improvement improved from 35% in November 2016 to 16% in July 2017.</p> <p>The progress 8 indicator for middle ability pupils improved from -0.19 in 2016 to an estimated +0.14 in 2017. 45 students were eligible for PP.</p> <p>The progress 8 indicator for disadvantaged pupils in mathematics improved from -0.75 in 2016 to an estimated -0.22 in 2017.</p>	<p>Collaborative techniques were best embedded into the practice of teaching staff when one method was made the focus of a week. This allowed a more focussed review possible in the CPD session that followed. This practice will continue.</p>	£4140
<p>A. Narrowing of the gap between PP and 'other' pupils in mathematics.</p> <p>B. Improved progress for middle ability pupils Eligible for PP.</p>	<p>Whole staff CPD delivered to implement interactive teacher toolkit in order to improve pedagogy. Random name generator used in every lesson to make questioning more effective (weighted to ensure target PP pupils are questioned more frequently). Use of timer to ensure pace of all lessons.</p> <p>Teaching practice monitored by SLT through learning walks (at least one member of SLT walked the academy every lesson) and formal lesson observations.</p>	<p>Consistent use of teacher toolkit across teaching staff evidenced in January ofsted section 8 report.</p> <p>Additional questioning of disadvantaged pupils made a positive impact on the cohort as a whole. Overall progress 8 indicator for disadvantaged pupils improved from -0.46 in 2016 to an estimated -0.16. This has resulted in the in school gap closing from 0.64 in 2016 to an estimated 0.14 in 2017.</p>	<p>SLT learning walks proved the most effective method for monitoring the use of the toolkit and in particular the random name generator. This practice will continue.</p>	£3391

<p>A. Narrowing of the gap between PP and 'other' pupils in mathematics.</p> <p>B. Improved progress for middle ability pupils Eligible for PP.</p> <p>C. Reduction of behaviours which disrupt learning and lead to fixed term exclusion.</p>	<p>The removal of barriers to learning through improved behaviour for learning. Implementation of a consequence based behavioural approach shifting the responsibility to the student. Bespoke timetable for cohort of year 9 students aimed at both improving the behaviour of this cohort and removing barriers to learning of other students.</p>	<p>Improved student behaviour evidenced in January Ofsted section 8 report.</p> <p>The number of exclusions during the summer term fell by 49% compared to those in the Autumn term.</p> <p>54% of exclusions for students currently on roll were Pupil Premium in the Autumn term. This fell to 53% during the spring term and 46% in the summer term.</p> <p>55% of C4 incidents in the first term involved Pupil Premium students. This fell to 53% for the entire year.</p>	<p>Appointment of a strong middle leader to a temporary SLT position to lead on the year 9 initiative proved successful.</p> <p>Staff training on the use of the consequence system will continue to ensure a consistent approach in all classrooms.</p>	<p>£21867</p>
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## ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Increased attainment in KS4 mathematics for cohort of 3/4 borderline and 4/5 borderline pupils eligible for PP.</p>	<p>PetXi intensive five day Easter revision maths program for two cohorts of students. 11 of these were eligible for pupil premium.</p>	<p>This was high expense but high impact. An additional five days of expertly delivered examination content delivered in mathematics by an external provider. Intervention designed to fill the gaps in knowledge of the targeted PP pupils and improve KS4 outcomes. Pupils that participated increased by an average of 11 marks (out of 80) from the diagnostic test at the start of the course to the final exam at the end.</p> <p>The course proved to be more effective with 3/4 borderline cohort, 70% of which achieved a grade 4. With one potential remark this could increase to 75%. Of the 4/5 borderline cohort, 35% achieved a grade 5. With four potential remarks this could increase to 55%.</p>	<p>The course was successful in filling the gaps in knowledge in mathematics. Weekly maths assessment scores increased rapidly among targeted cohort following the Easter course. The impact that the English revision session from the previous year was minimal, therefore it was decided that two cohorts of maths students would participate this year rather than one maths and one English.</p> <p>The course has proven to be more successful at securing a grade 4. A decision on whether it will be used again in the future has not been made.</p>	<p>External provider and catering £5445</p>

<p>Increased progress and attainment across KS4 and KS5.</p>	<p>Holiday revision classes. Funding was allocated to pay staff to deliver revision classes during Easter and the February and May half terms.</p>	<p>Subjects that participated were maths, English, geography, history, business, science, ICT, health and social care and French. Attendance rates varied across subject areas. 70% of the 45 disadvantaged students attended revision sessions.</p>	<p>Where attendance was below that which was expected it was not addressed effectively due to reduced clerical staffing during holidays. Additional staffing during holiday periods in the morning of days in which revision is taking place to contact parents could potentially improve attendance.</p>	<p>£1350 Easter staffing £450 May half term staffing</p>
<p>Increased attainment and progress in KS4 English and mathematics.</p>	<p>One to one tuition</p>	<p>Accelerated progress was made by those pupils that participated in comparison to their peers, as measured using weekly teacher assessment.</p> <p>Of those involved in one-to-one mathematics tuition 90% achieved a grade 4 compared with 54% of those that were not involved. Of those involved in one-to-one mathematics tuition 20% achieved a grade 5 compared with 15% of those that were not involved.</p> <p>Of those involved in one-to-one English tuition 75% achieved a grade 4 compared with 42% of those that were not involved. Of those involved in one-to-one English tuition 42% achieved a grade 5 compared with 23% of those that were not involved.</p>	<p>The most progress was made when the content of what was delivered was directed by the class teacher and informed by question level analysis. This practice will continue next year including additional more experienced mathematics tuition and more English tuition delivered by a practising examiner.</p>	<p>£3549</p>
<p>Narrowing of the gap between PP and 'other' pupils in ebacc subjects.</p>	<p>Delta subject directors in science, history, geography and French worked with targeted pupil premium students. Focus was on the preparation for non-terminal examination aspects of each course that contributes to a pupils grade. This included science ISAs, French speaking and writing and history and geography controlled assessment.</p>	<p><b>French PP results:</b> 92% A*-C speaking, 75% A*-C writing. <b>Geography PP results:</b> 90% A*-C (controlled assessment) <b>History PP results:</b> 61% A*-C (controlled assessment) <b>Science PP results:</b> 50% of PP students achieved a grade A*-A in an ISA, and 93% A*-C. This is compared with 0% A*-A and 28% A*-C in 2016.</p>	<p>Having the non-terminal components completed early in the academic year allows for a greater focus on the final examination toward the end.</p>	<p>£34850</p>

Increased progress and attainment across KS4	An improved approach to the manner in which examination preparation occurred.	Staffing was provided in the relevant subject area for key revision in the afternoon/evening and morning before each examination. Where an evening session was staged food was provided to which pupils eligible for PP did not have to contribute. Pupils were provided with a good breakfast prior to and water during each exam. The impact of this alone is difficult to assess, however a more focussed pre examination environment was created than in previous years.	This approach will continue. Pre exam morning sessions were more effective when cohorts were split into smaller groups in different areas of the school. This also allowed for more teacher led sessions. Evening sessions were best attended when students were required to return no more than one hour after the end of the school day.	£1866
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### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To provide pupils with increased life chances through internationally recognised qualifications.	Pupils in year 11 completed the ECDL qualification.	High expense but high impact. All but two pupil premium students completed the level two qualification. 100% achieved at least a pass grade, 98% at least a merit grade, 93% at least a distinction and 48% achieved a distinction star.	Due an external provider cancelling the booking, the cohort was unable to begin the qualification until January. Although the ECDL will no longer be delivered, in the future any additional course will be delivered earlier in the academic year. It did serve as a motivational tool for some of our hardest to reach students – once they achieved the ECDL they saw themselves as having achieved one qualification and began to focus better on their final exams and getting the rest.	£4101
C. Reduction of behaviours which disrupt learning and lead to fixed term exclusion.	Bespoke timetables for individual students with external training providers and AP free school – St Wilfreds Academy. This ensured that students were engaged in learning in a provision that met their needs in terms of academic outcomes and post 16 pathways. Students had identified key workers to monitor engagement and progress.	<p>Improved student behaviour evidenced in January ofsted section 8 report.</p> <p>The number of exclusions during the summer term fell by 49% compared to those in the Autumn term.</p> <p>54% of exclusions for students currently on roll were Pupil Premium in the Autumn term. This fell to 53% during the spring term and 46% in the summer term.</p> <p>55% of C4 incidents in the first term involved Pupil Premium students. This fell to 53% for the entire year.</p>	This not only met the needs of those pupils with external bespoke timetables but it proved to remove some barriers to learning for other students.	£49200

<p>D. Increased attendance rates.</p> <p>Attendance for PP students in line with non-PP students.</p>	<p>Attendance team to prioritised and monitored PP students to enable rapid follow up of unauthorised absence. Immediate phone calls and home visits were made to ensure safeguarding needs were met and students were in school. Specific support strategies were implemented to improve attendance. These included attendance support meetings, attendance action planning meetings and cooperation with education welfare services.</p>	<p>The gap between the attendance of pupil premium students and non pupil premium narrowed over the course of the year from 2.5% in September 2016 to 1.2% at the end of the academic year.</p>		<p>£11890</p>
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### 1. Additional detail

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers, and to support children and young people with parents in the regular armed forces.

Disadvantaged pupils are defined as those who are in receipt of Free School Meals, or who have been in receipt of Free School Meals in the past six years (Ever 6). There is additional funding for Looked After Children (LAC), and those who have been adopted from care. There is also funding available for children with a parent/carer in the regular armed forces, or who have been in the past four years. Further information and guidance can be found at [www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings). If your circumstances change, and you believe that your child is entitled to support through the Pupil Premium fund, please contact the school via [admin@dewarenne.org.uk](mailto:admin@dewarenne.org.uk).

At De Warenne Academy we believe that all students, regardless of background or circumstance, should receive a high quality education that allows them to succeed in life beyond the classroom. We utilise the Pupil Premium funding in a variety of ways to support our students and close the achievement gap between them and their peers, however this funding use is always evolving. If you would like to discuss any specific need or ways in which this funding can be used to support your child on a more individual basis, please contact the Pupil Premium Lead via [warnockg@dewarenne.org.uk](mailto:warnockg@dewarenne.org.uk).