



Disadvantaged Students

Evaluation of Impact, Income and Expenditure

Sept 2017- July 2018

Review date: September 2018

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1. The context of our Academy (2017/8)

At Rossington All Saints Academy, we believe that one of the biggest barriers for students can be poverty of expectation and so we are determined to create a climate that does not limit an individual's potential in any way. We have a high number (39%) of students who are eligible for Pupil Premium funding. Our strategy is initially to ensure all of our students, especially our Pupil Premium students, attend well. Extra resources are directed at staff and key students are targeted to make our Pupil Premium attendance similar, if not higher, than our non-Pupil Premium students.

As a number of our Pupil premium students start secondary school with lower academic attainment than their peers, we ensure they receive intense support to fill any gaps in their progress. This support and intervention is bespoke to the individual learner but can take the form of: Read Write Inc (programme designed to support reading and literacy skills), small group literacy intervention, Accelerated Reader programme, Lexia programme, small group numeracy support and intervention.

Students' social and emotional needs are also identified early as a potential barrier to learning and progress and again, depending on need, programmes are designed with our pastoral and inclusion staff to break down these barriers and allow students to enjoy the curriculum (such as the Nurture group).

This also includes PASS testing where students' feelings about school and themselves as learners are explored. Staff then utilise the results to offer support, intervention and guidance where necessary.

Together with the academic and pastoral support we offer our Pupil Premium students, there is also a range of further interventions and support. These vary from helping students enjoy and experience the arts through music lessons and tuition, support with funding for educational visits, breakfast clubs to ensure a healthy and nutritious start to the day, alternative provision for students whose needs are more complex and extra resources across all subjects when they are needed.

Our current Pupil Premium intake (Sept 2018):

	Number of students			Percentage of Year Group	
	Disadvantaged	Other	Total	Disadvantaged	Other
Year 7			147		
Year 8	41	91	132	31%	69%
Year 9	67	82	149	45%	55%
Year 10	53	86	139	38%	62%
Year 11	40	81	121	33%	64%
Total	207	340	547	37.8%	62.2%

As shown above the year groups average above 30% PP except for Year 9 who have a significant increase in the amount of PP / PP+ students.

2. Ability profile (Taken from Maths registers):

Year 11

Set 1 & 2	Set 3 & 4	Set 5 & 6
Boys: 8 Girls: 9 Total: 17	Boys: 5 Girls: 8 Total: 13	Boys: 4 Girls: 2 Total: 6

As seen, a high percentage of PP students falls in the top two sets. This will be a real focus for us this year and will really mean a push on the progress made at higher attainment levels. This is reflected in the overall targets for PP this year. Interestingly for this year, only 6 students fall into the PP category in the bottom two sets. There is a fairly even split with boys and girls.

Year 10

Set 1 & 2	Set 3 & 4	Set 5 & 6
Boys: 6 Girls: 9 Total: 15	Boys: 8 Girls: 8 Total: 16	Boys: 9 Girls: 6 Total: 15

Year 10 is a cohort where the split is a lot more even and split across the sets. There is also a large increase in the numbers of PP students across the year group in total. There are a higher number of girls within set 1&2 than boys and the total reverse within set 5&6. The split is equal within the middle sets.

Year 9

Set 1 & 2	Set 3 & 4	Set 5 & 6
Boys: 4 Girls: 12 Total: 16	Boys: 12 Girls: 8 Total: 20	Boys: 15 Girls: 5 Total: 20

Year 9 students present another fresh challenge as there are the highest amount of PP students within the cohort: 20 within set 3&4 and 20 within 5&6. 16 is still relatively high for the PP students in set 1&2. Equally, looking at the split between the boys and the girls, it is greater in set 3-6 with there being more boys, rather than in set 1-2 where there are substantially more girls.

Year 8

Set 1 & 2	Set 3 & 4	Set 5
Boys: 4 Girls: 8 Total: 12	Boys: 3 Girls: 12 Total: 15	Boys: 4 Girls: 5 Total: 9

Numbers of PP students drop back again in Y8, more in line with whole school averages. Noticeably, the most amount of PP students falling within set 3&4. There are more girls in all sets than boys with again high numbers falling within the top 3 sets. This ensures that plans will need to continue towards pushing students to attain the highest possible grades.

Year 7

Data still hasn't been released with regards to Y7 PP – this will be updated as soon as possible.

Objectives of Pupil Premium Spending 2017-18

Our key objective in 2017-18 using the Pupil Premium Grant was to narrow the gap in attainment between pupil groups. Through targeted interventions we worked to eliminate barriers to learning and progress. Many of our disadvantaged students started in the academy with lower than average attainment on entry and our aim was to ensure that they make accelerated progress in order to reach age related expectations as they move through the academy.

The Sutton Trust Report (2011) summarises research evidence on improving learning and we have used this to make more informed choices about which interventions will be the most effective. The **EEF Teaching and Learning Toolkit** has been used to underpin our decisions with educational research on the most effective strategies to improve the attainment of disadvantaged pupils. To enable this, we introduced a diagnostic approach in our assessment of which interventions should be delivered. At KS3 and 4 this is done through the use of a range of tests, for example: mock exams, subject assessments, hinge assessments and PASS testing. This is also alongside the continuous feedback that students get with regards to how they can make further progression. With this information, we provided interventions, which predominantly focused on developing literacy, numeracy and emotional intelligence; examples of which are:

- Lexia- literacy programme
- Accelerated Reader
- Corrective Reading
- Paired Reading (peer to peer)
- Hegarty Maths- numeracy programme

- Numeracy Ninja
- Small group tuition for Maths and English
- Life skills club

Spending is reviewed annually and the impact of strategies are evaluated throughout the year based on further testing and progress made.

A range of strategies have been put in place to improve the behaviour, engagement, resilience, attendance and punctuality of Pupil Premium students. For example, the employment of an attendance officer, inclusion support manager and every year group now having a learning manager attached to it so student’s behaviour, progress and wellbeing can be monitored closely. The focus of this team is to work with the academy’s curriculum staff in order to build and provide personalised support plans that nurture resilience and accelerate progress.

Amount of Pupil Premium Grant (PPG)

Amount of PPG expected to be received 2018-19	
Total number of pupils on roll	694
Total number of pupils eligible for PPG	203 (not including Y7 PP)
Total number of PPG expected to be received	£228,035
Amount of PPG received for Academic year 2017-18	
Total number of pupils on roll	656
Total number of pupils eligible for PPG	269
Total PPG received for 2017-18	£230,304

3. Summary of PPG Spending Academic Year 2017/18

To maximise the achievement of Pupil Premium students at Rossington All Saints Academy, funding will be focused in the following areas:

KS3

- Literacy and Numeracy levels are in line with age related expectations
- Aim to remove any historical gaps created from predecessor schools

KS4

- Ensuring gaps in progress and achievement between Pupil Premium and Non-Pupil Premium students nationally are reduced

- Monitor the emotional and social well-being of students to provide support and guidance through stressful periods of the year

To achieve the above aims, the following interventions will be undertaken:

- Investment in resources and CPD to enhance the feedback given to students to accelerate their progress
- Investment in specialist literacy and numeracy programmes to accelerate the progress of students who have not made expected progress at KS2
- Ensure that high aspirations are fostered through provision of high quality careers education
- Fund academic tutors in English and Maths to work with Y11 and KS3 students in Maths and English
- Funding of personalised intervention strategies for Pupil Premium students
- Funding of instrument tuition for Pupil Premium students
- The loan of musical instruments to Pupil Premium students
- Funding contributions towards educational visits for Pupil Premium students
- Funding contributions for the purchase of food ingredients
- Funding contributions for the purchase of revision guides and materials

4. Identified Barriers:

The following barriers have been highlighted as a potential problem areas to learning and progression of PP students. These are common traits across all year groups and across schools and academies locally and nationally.

- PP students have, on average, lower reading and spelling ages than non PP
- PP students have, on average, lower prior attainment than non PP
- Parents of PP are less likely to attend Parents Evenings
- PP students have, on average, lower attendance than non PP
- PP students are more likely to be involved in instances of poor behaviour than non PP
- PP students are less likely to engage with extra-curricular activities than non PP
- PP students are less likely to have access to wider resources e.g. revision guides, stationery, internet

Strategies that are in place within school ensure that the PP students have every opportunity to succeed. Teaching staff ensure that PP students are identified and closely tracked for their attainment within subject areas.

Overview of impact:

- All disadvantaged pupils are fully supported with revision materials
- Identified students receive support to improve attendance
- All disadvantaged pupils receive careers advice and interviews

- Disadvantaged pupils have access to internet and other resources in school
- Disadvantaged students have access to small group and 1:1 interventions
- All staff are aware of disadvantaged pupils in their classes and use class profiles to record specific support and interventions

Strategies that will be enforced within the year to help ensure that the gap between attainment of PP and Non PP students is reduced moving forwards are as follows:

Key focus areas for 2018/9:

- Attendance of disadvantaged pupils across all year groups
- Attainment and progress of disadvantaged pupils across all year groups to be fully tracked to ensure in school variance is minimised
- Reduction of behaviour incidents of disadvantaged students – engaging strategies
- Increase in the literacy levels of pupil premium students
- Use of extra-curricular and enrichment opportunities to ‘hook’ PP students into their learning
- Use of pledges to help drive passion for learning and achievement.
- Pushing more able and talented PP students to achieve the highest possible grades.

Additional Intervention to support Pupil Premium students

- Whole academy focus on disadvantaged students using collaborative seating plans to clearly identify vulnerable groups of learners and differentiate work where appropriate.
- Whole academy focus on differentiation and scaffolding.
- Work scrutiny to focus on Pupil Premium students and the feedback that they receive from subject staff.
- Staff CPD within the Academy to be held within training sessions focused on engaging hard to reach students.
- Additional SST parents’ evening for targeted Y11 Pupil Premium students.
- Learning managers and LSA’s to ensure that PP students are well supported through challenging areas

5. Plan of PPG Spending by item/ project 2018-19

Item/ Project	Projected cost	Objective	Projected outcome
English and Maths small group tutoring	£91, 664	<p>To reduce the gap between Pupil Premium (PP) and Non-Pupil Premium (NPP) students in the academy.</p> <p>To raise the achievement of underperforming PP students in Maths and English in line with national average based on bespoke small group interventions.</p>	<p>Progress gaps between PP and NPP students to close.</p> <p>Any skills gaps picked up from assessments to be addressed to ensure students are fully prepared for their Maths and English exams.</p>
Holiday and weekend booster sessions	£5,000	<p>To reduce the gap between Pupil Premium (PP) and Non-Pupil Premium (NPP) students in the academy.</p> <p>To raise the achievement of all PP students in their GCSE subjects based on bespoke small group interventions. Letters and phone calls will be directed home for all PP students to ensure attendance at these sessions.</p>	<p>Progress gaps between PP and NPP students to close.</p> <p>Revision opportunities and guidance are provided with subject specialists.</p>
After school sessions	£20,000	<p>To reduce the gap between Pupil Premium (PP) and Non-Pupil Premium (NPP) students in the academy.</p> <p>Sessions will run throughout the year for Y10 and Y11 students in all subject areas.</p> <p>Letters and phone calls will be directed home for all PP students to ensure attendance at these sessions.</p>	<p>Progress gaps between PP and NPP students to close.</p> <p>Revision and consolidation opportunities and guidance are provided with subject specialists.</p>

Literacy and Numeracy Leaders (Paired Reading and Numeracy intervention)	£1,283	To reduce any gaps in achievement and accelerate the progress of any KS3 students who have did not make expected progress at KS2.	Reduce gaps between PP and NPP students at KS3 and ensure that the progress of all PP students at the academy is in line with national average.
St Wilfred's & other Alternative Provision (JSAP, TOPPS, Levett, Engage, Mulberry)	£15,000	Support PP students who are unable to adapt to the mainstream provision in the Academy due to significant behavioural, emotional and social difficulties. We are in regular contact with SWA and are working with them on the provision to ensure that the curriculum has changed to fall in line with the new P8 measures.	The attendance, progress, achievement and welfare of students who attend the alternative provision are monitored. Sarah Gill will report to Rebecca Foxtan (AP DEEP Support) and Rob Burton (Principal) regularly regarding attendance and behaviour.
Support for purchasing revision guides/ materials	£500	Ensure that any educational barriers to learning and access to educational visits are removed. Where students do not have the funds, this is provided to ensure that they have the same materials/ resources as Non-PP students.	All PP students are fully prepared for learning and there are no differences between materials/ resources available to PP/NPP students.
Inspirational visits – aimed at aspirational targets	£500	To provide PP students with enrichment opportunities, as well as raising the profile of further education by giving them access to information, guidance and support.	All PP students are fully prepared for learning and there are no differences between opportunities available to PP/NPP students.
Doncaster Book Awards	£250	To provide PP students with enrichment opportunities. To nurture and develop PP students' interests in reading and English.	Achievement gaps between PP and NPP students at Rossington All Saints to continue to narrow.

		To raise PP students' progress in English at KS3.	The progress of PP students in English (reading) to be in line with national averages.
Mock Trial Group	£250	To provide PP students with enrichment opportunities. To ensure any educational barriers to learning are removed.	All PP students are fully prepared for learning and there are no differences between opportunities available to PP/NPP students.
Accelerated Reader	£2,500	To reduce the gap between PP and NPP students in years 7-9. PP students in years 7-9 to make progress in line with the national average.	Achievement gaps between PP and NPP students at Rossington All Saints to continue to narrow. The progress of PP students in all subjects in the academy to be in line with national averages.
PASS Testing Programme	£150	To provide individualised support and intervention for PP students who are finding school life and particular subjects challenging.	Achievement gaps between PP and NPP students at Rossington All Saints to continue to narrow. Early identification and intervention can be put in place to prevent underachievement in PP students.
Careers Inc	£5,000	Pupil Premium students have access to high quality and regular careers information and guidance.	To ensure the percentage of Pupil Premium students classified as NEET remains low and allow PP students to have access to high quality careers guidance on a regular basis.

Attendance Intervention and support	£13,500	To reduce the academy gap in attendance between PP and NPP students.	Key students are monitored closely and are the first students to be contacted and receive home visits regarding attendance.
Behaviour and Inclusion support	£32,368	To reduce the number of fixed term exclusions. To improve the resilience of PP students at Rossington All Saints Academy. To provide social and emotional support for PP students.	Provide personalised provision for PP students, which includes close monitoring and reviewing where necessary. Reduce the number of PP students who receive a fixed term exclusion by providing individualised provision and interventions.
Additional Teaching Assistant support	£47,520	Improve the behaviour and engagement of PP students in lessons by providing individualised support and interventions. Learning managers spending focused time with PP students within lessons and smaller intervention groups.	The progress of PP students in all subjects to be in line with national averages.
Enrichment opportunities <i>Including:</i> STEM Club, Extra-curricular sport, music, Cooking club, Numeracy Ninjas, Life skills club	£1000	To provide PP students with extra-curricular opportunities and experiences outside of the curriculum that enhances their academic and social skills. Developing these key skills can help PP students' access curriculum and engage in topics in other interests, ultimately helping their personal	Achievement gaps between PP and NPP students at Rossington All Saints to continue to narrow.

		development and positively impacting on their academic achievements.	
Hegarty Maths programme	£1,700	To provide students with revision and homework materials that address their individual gaps in Maths skills and knowledge. To ensure that PP students make progress in Maths in line with the national average.	Achievement gaps between PP and NPP students at Rossington All Saints to continue to narrow. The progress of PP students in Maths to be in line with national averages.
Support for purchasing food ingredients	£500	Pupil premium students take a proactive part in the wider academy life and any educational barriers to learning are removed. Where students do not have the materials/ resources/ funding to ensure that they are 'prepared' for learning, then these are provided.	All PP students are fully prepared for learning and there are no differences between the opportunities, materials or resources available to PP/NPP students. The achievement and progress of PP students will improve as a result of them meeting the requirements of the subject.
Support for educational visits	£3,000	Ensure that any educational barriers to learning and access to educational visits are removed. Where students do not have the funds, this is provided or subsidised to ensure that they have the same opportunities as Non-PP students.	All PP students are fully prepared for learning and there are no differences between opportunities available to PP/NPP students.
Support for peripatetic music lessons	£5,000	Pupil premium students take a proactive part in the wider academy life and any educational barriers to learning are removed. Where students do not have the materials/ resources/ funding to ensure that	All PP students are fully prepared for learning and there are no differences between the opportunities, materials or

		they are 'prepared' for learning, then these are provided.	resources available to PP/NPP students.
English resources- theatre workshops	£150	Ensure that there is financial capacity throughout the academic year to additionally support PP students, for example, by using theatre groups and performances to bring challenging texts to life.	All PP students are fully prepared for learning and there are no differences between the materials/ resources available to PP/NPP students.
Total	£246, 835		

Total PPG expected to be received	£228,035
Total PPG Projected Expenditure	£246,835
PPG Remaining	None