

# Pupil Premium and Catch-Up Funding Review 2018/19



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## **SUMMARY INFORMATION**

The Pupil Premium Grant is additional funding provided by the Department for Education to support students who are financially disadvantaged. The grant provides funding for two main purposes:

1. To support raising the attainment of disadvantaged students of all abilities in order to reach their potential.
2. To support students with parents in the regular armed forces.

In the academic year 2018/19 Spalding Academy has received £232,815. The school also received approximately £8000 for funding of LAC students.

In addition to this the school received a further FSM Supplementary Grant of £11880. This relates to the roll of Universal Credit.

Schools have the freedom to spend the Pupil Premium, which is additional to the underlying schools budget, in a way they think will be best to support the raising of attainment for the most vulnerable pupils. The grant does not have to be spent completely in the financial year beginning 1 April, some or all may be carried forward to future financial years. It is also important to note that this funding is not ring-fenced and is not for individual children.

We take an individual approach to all our students including those who are eligible for Pupil Premium. We appreciate that the Pupil Premium label includes many different types of students from different backgrounds and seek to put in place personalised intervention to enable all students from a diverse range of background to reach their potential. However, we have also identified some common barriers to learning which are outlined below and which underpin our approach to Pupil Premium:

### **In-school barriers**

- Reading ages for all years are lower for a significant proportion of disadvantage students than other students
- Numeracy skills
- Aspirations and Career Pathways
- Disadvantaged students often join secondary school with lower academic standards than their peer group – ie there is already a gap in attainment on joining the school.

### **External barriers**

- Parental Support and Opportunities

The school is investing its Pupil Premium to make the maximum possible impact on the examination performance of those students covered by the Pupil Premium. This involves:

## HEADLINE FIGURES

### 2017/18 KS4 Outcomes for Pupil Premium

	Spalding Academy Disadvantaged	Spalding Academy All Students	National (Non-Disadvantaged)
Progress 8	0.04	0.21	NA
English Element of P8	-0.24	-0.1	NA
Maths Element of P8	-0.16	-0.06	NA
Ebacc Element of P8	-0.02	0.18	NA
Open Element of P8	0.42	0.62	NA
Attainment 8	38.7	39.1	NA
Grade 4 or above in English & maths GCSE	38%	42%	NA
Grade 5 or above in English & maths GCSE	18%	18%	NA
Staying in education or entering employment	100%	100%	NA

*\*National Figures will be updated when they have been published*

## CURRENT PROGRESS IN KEY STAGE 4

The tables below show the current progress of Pupil Premium students in Key Stage 4. In previous 2 years actual results have been within 2% of forecasts:

<b>YEAR 11</b>	Spalding Academy Disadvantaged	Spalding Academy All Students	National (Non-Disadvantaged – 2018/19)
Progress 8	0.02	0.27	NA
English Element of P8	-0.28	-0.09	NA
Maths Element of P8	-0.17	0.25	NA
Ebacc Element of P8	0.23	0.39	NA
Open Element of P8	0.13	0.4	NA
Attainment 8	40	41.25	NA
Grade 4 or above in English & maths GCSE	40%	50%	NA
Grade 5 or above in English & maths GCSE	25%	25%	NA

*\*National Figures will be updated when they have been published. Year 10 below will be available after the first data collection.*

<b>YEAR 10</b>	Spalding Academy Disadvantaged	Spalding Academy All Students	National (Non-Disadvantaged – 2018/19)
Progress 8			
English Element of P8			
Maths Element of P8			
Ebacc Element of P8			
Open Element of P8			
Attainment 8			
Grade 4 or above in English & maths GCSE			
Grade 5 or above in English & maths GCSE	26%	33%	43%

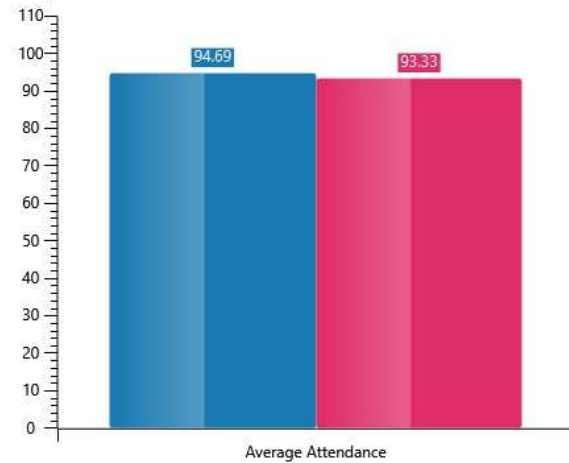
## ATTENDANCE, BEHAVIOUR AND EXCLUSIONS

There is a clear link between attendance and academic achievement. Consequently, maintaining high levels of attendance among Pupil Premium students is a key focus for the school.

The chart below shows the percentage attendance of all pupils and the Pupil Premium group for the academic year 2018/19.

Whole school attendance [Last Year]

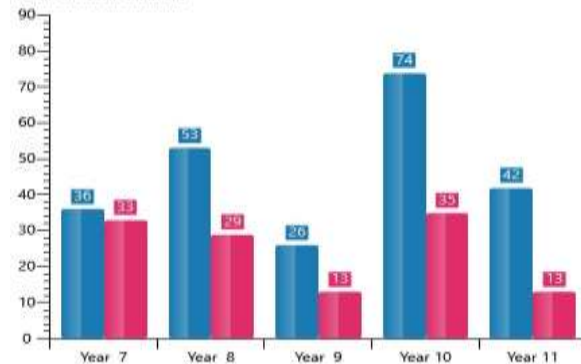
Average whole school attendance



The chart below shows the number of days that students were excluded by year group, for all students and the Pupil Premium group for the academic year 2018/19. The pastoral leads work to ensure that Pupil Premium students' behaviour is maintained and exclusions are kept to an absolute minimum.

Number of days excluded [Last Year]

A count of student exclusions



Pink – Disadvantaged Students

Blue – All Students

## **LITERACY AND NUMERACY CATCH-UP FUNDING**

The Literacy and Numeracy Catch-up funding gives school additional funding to support Year 7 students who did not meet the expected standards in English and/or Mathematics at Key Stage 2. The amount of funding the school receives is no longer calculated based on individual student performance but is proportional to the cohort size of the current Year 7.

For the academic year 2018/19 Spalding Academy received £48,214

## **STRATEGY AND IMPACT OF CATCH-UP FUNDING**

### **Mathematics**

#### **Definition**

Students were identified as in need of catch up funding intervention if they achieved a KS2 score of less than 100 at the end of KS2 and in addition they also scored less than 100 in their GL baseline assessment for Mathematics on entry into Spalding Academy.

In the academic year 2018-19 this constituted 58 students.

#### **Intervention**

Catch up funding was used to create additional, smaller teaching groups in Mathematics for these students with lower prior attainment, meaning that the average class size for these students was 13 students per class compared with 28 per class for the rest of the cohort.

In addition, students who achieved results in the KS2 and baseline testing of between 90 and 99 received additional intervention during tutorial periods.

#### **Impact**

Of the students who received extra intervention 14 were above target at the end of Year 7, 33 were on target and 7 were below target.

## **English**

### **Definition**

Students were identified as in need of catch up funding intervention if they achieved a KS2 score of less than 100 at the end of KS2 in the English reading assessment and in addition they also scored less than 100 in their GL baseline assessment for English on entry into Bourne Academy.

In the academic year 2018-19 this constituted 50 students.

### **Intervention**

Catch up funding was used to create additional, smaller teaching groups in English for these students with lower prior attainment, meaning that the average class size for these students was 17 students per class compared with 28 per class for the rest of the cohort.

In addition, students accessed the Accelerated Reader programme on a weekly basis. Catch up funding was used to purchase additional texts for the programme for students who have below average reading on entry to the Academy.

### **Impact**

Of the students who received extra intervention 16 were above target at the end of Year 7, 26 were on target and 8 were below target.