



ETONBURY  
ACADEMY

## **Impact and Review report for 2017-2018**

The Government believes that the Pupil Premium funding is the best way to address the current underlying inequalities between children eligible for free school meals and non pupil premium students by ensuring that funding to tackle disadvantage reaches pupils who need it most. This includes; Staffing of interventions, support staff, counselling, equipment support and some support on educational visits. Etonbury Academy was allocated £148,280 in Pupil Premium funding for the academic year 2017/18. The current level of funding is still being ascertained but will follow the following principles:-

- For each student currently eligible for free school meals or who have been in receipt within the last 6 years (Ever 6), the Academy will receive £935.
- For service children or families in receipt of an Armed Forces pension, the Academy will receive £300.
- For children who are looked after in care, the Academy will receive £1900.

Current cohort

The current cohort consists of:

YR 5 students 32/185 - 17%

Yr 6 students 27/186 - 14.5%

Yr 7 students 33 /182- 18%

Yr 8 students 47/166 - 28%

Yr 9 students 28 / 161- 17%

Yr 10 students 21/106 - 19%

Y11 students 21/97 - 19%

This is approximately 20% of the Academy's school cohort which is slightly lower than the National average which is 28%.

## **Barriers to Learning:**

Pupil Premium students attending Etonbury Academy, in common with the national picture, present with a wide range of barriers to learning; however, the principal barriers that the Academy uses the Pupil Premium funding to target for improvement are:

- Attainment in English language and Mathematics
- Literacy and writing skills
- Identifying individual barriers for each PP student
- personalising the curriculum offer to ensure that it is inclusive
- attendance and punctuality
- valuing education and making the explicit links to the world of work, training and further study in year 11.

### **Progress 2017-18**

<b><u>Year</u></b>	<b><u>Disadvantaged</u></b>	<b><u>Non-Disadvantaged</u></b>	<b><u>Difference</u></b>
<b><u>5 (mock)</u></b>	R = -10.1 M = -9.7	R = -9.3 M = -10.5	R = 0.8 M = -0.8
<b><u>6 (mock)</u></b>	R = -1.2 W = -0.7 M = 0.3	R = 0.3 W = -1.7 M = 0.5	R = 1.1 W = -1.0 M = 0.2
<b><u>6 SATs</u></b>	R= 0.2 W= -4.0 M= -2.0	R= 1.4 W= -2.0 M= -1.5	R= 1.2 W= 2.0 M= 0.5
<b><u>7</u></b>	-0.19	-0.26	-0.07
<b><u>8</u></b>	0.05	-0.04	-0.09
<b><u>9</u></b>	0.15	0.27	0.12
<b><u>10</u></b>	-0.40	0.19	0.59

Key- R= Reading, W= Writing, M= Maths.

SATs scores meeting expected standard for PP students vs National average.

ETA PP Reading	National average PP	ETA PP Writing	National average PP	ETA PP Maths	National average PP
62%	60%	87%	66%	69%	63%

### **Attendance figures**

National average attendance for pupil premium students in secondary schools is 91.7%.

Our PP attendance for academic year was 92.2%.

## **Impact of 2016-17 spending**

Safeguarding Officer – supported a variety of students with CP issues and enabled them to complete courses/exams.

Pastoral officers– provided targeted support for about 40 students, 8 of whom on a daily basis. Enabled these students to attend school, gain support, ease anxiety and work towards exam courses. They provided support for students and staff following incidents, CP problems and inter student social issues.

Medical needs team accessed by student support staff- To keep students who are PA and at risk school refusing in education.

Year 10 Maths and English intervention groups – contributed to ‘closing the gap’ to 0.59.

Accelerated reader – Half of the year groups made more progress than non PP students in months over the year. Our PP students have consistently borrowed more books than our non-PP students over the last five terms. The librarian is aware of our PP cohort and is responsive to their reading interests – ensuring the library continues to engage them with reading. She does additional work to identify reluctant readers and has a program of support to engage them early on. This has proved effective as evidenced by her statistics on borrowing patterns.

Average months progress over the year

Year Group	Avg* all	Avg* PP	Avg* Non-PP
5	9.36	11	9.08
6	9.65	11.2	9.44
7	4.83	4.03	5.15
8	7.32	7.85	7.22
9	5.95	5.41	6.06
10	6.11	8.33	13.33

Pupil Premium Barriers document with strategies completed for every PP student. To enable staff in 2018/19 have better understanding of the barriers that particular student is facing, form tutor to recommend interventions and be a mentor, monitor and track progress. Teachers to implement individual strategies to aid quality first teaching.

1:1 tutor for LAC students to keep progress and accessing the curriculum sustainable.

## **Other Areas of Success 2017-18**

Half termly monitoring of attendance data with HoY established – proactively work with students and their families to ensure 94% minimum attendance.

VP regularly speaks to individuals to praise high and encourage improved attendance where appropriate. Including the introduction of awards and prizes.

All subject areas routinely highlight students who attract pupil premium funding (PP students) on seating plans, underachievement action plans, termly data analysis.

Model of data analysis using SISRA to compare progress and attainment of PP and non-PP in use. Reviewed by the leadership team during termly data reviews.

The whole school drive to improve the quality of feedback to students will have benefitted our PP students.

Greater consistency in departmental record keeping, data analysis and attitudinal thinking to ensure priority consideration of effective strategies is at the forefront of planning from our teaching and learning drive.