

## Pupil Premium Funding 2016-2017

### **Pupil Premium at Etonbury Academy: what it means**

#### **What is PP and for what kind of student?**

Pupil premium targets additional government money at students aged 5-16 from the most deprived backgrounds to help them achieve their full potential. This includes all students who are or have been at any point in the last 6 years eligible for Free School meals, looked after (in the care of the LA or with foster parents), and / or who have parents in the Armed Forces.

#### **Pupil Premium at Etonbury 2016/17**

Total number of students on roll	761
Total number eligible for PP funding	136
Total amount of PP funding received	£128,500

#### **How do we decide what we spend the money on?**

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs.

However, we are accountable for the use of this additional funding.

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.
- Use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise the fact that FSM pupils are not an homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking tests or examinations at the end of the year.
- Monitor the attendance, behaviour and merits achieved by PP students and track for comparison with whole school data.

The school tracks the progress of the PP cohort in each year group to measure impact, especially by looking at the gap between achievement of PP and non-PP students. Intervention measures are targeted at PP students but this not exclude access to other students who need them.

## BARRIERS TO LEARNING

At Etonbury Academy we work incredibly hard on all fronts to ensure that all of our students have the opportunity to reach their full potential. In doing this we need to identify potential barriers to learning that face our pupil premium students. Currently attendance for Pupil Premium students at Etonbury runs at 94.5% in comparison with 95.7% for the whole school. Clearly ensuring good attendance is key to ensuring good results so this will feature in our work with Pupil Premium students.

All Pupil Premium students in Year 6 will be encouraged to attend homework club and will have resources paid for. This is to help narrow the gap the between PP and non-PP students in the school. The gap exists at around 30% currently in maths, reading and writing, it is at 19% for GPS. Focus will be paid to reducing this gap in the current academic year.

A review of the strategy for 2016-17 will be completed by October half term 2017

Key objectives to increase achievement of disadvantaged students (£128,500)	Anticipated spend £
<p><b>Intervention and support for literacy and numeracy</b></p> <p><b>Preferential staffing in KS2</b></p> <p><b>English</b></p> <ul style="list-style-type: none"> <li>• Average class size 25</li> <li>• Top set 27, bottom set 12</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Average class size 25</li> <li>• Top set 27, bottom set 12</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Average class size 29</li> <li>• Top set 30, bottom set 26</li> </ul> <p><b>Preferential staffing in KS3</b></p> <p><b>English</b></p> <ul style="list-style-type: none"> <li>• Average class size 27</li> <li>• Top set 29, bottom set 18</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Average class size 27</li> <li>• Top set 30, bottom set 18</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Average class size 29</li> <li>• Top set 30, bottom set 26</li> </ul>	<p>12,000</p> <p>12,000</p> <p>10,000</p> <p>12,000</p> <p>12,000</p> <p>10,000</p>

<p><b>Preferential staffing in KS4</b></p> <p><b>English</b></p> <ul style="list-style-type: none"> <li>• Average class size 22</li> <li>• Top set 25, bottom set 8</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Average class size 22</li> <li>• Top set 22, bottom set 14</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Average class size 22</li> <li>• Top set 25, bottom set 21</li> <li>• Intervention small groups.</li> <li>• Online tutoring in English and maths.</li> <li>• Accelerated reader programme.</li> <li>• Additional staffing support in English and maths.</li> <li>• Word Wasp books to support reading.</li> </ul>	<p>10,000</p> <p>10,000</p> <p>10,000</p> <p>5,000</p> <p>2,000</p> <p>2,700</p> <p>2,000</p> <p>800</p>
<p><b>Intervention and support for behaviour and student well-being</b></p> <ul style="list-style-type: none"> <li>• Behaviour interventions.</li> <li>• Resources for intervention groups.</li> <li>• Alternate provision.</li> <li>• After school provision.</li> </ul>	<p>400</p> <p>200</p> <p>500</p> <p>1,500</p>
<p><b>Programmes to motivate and raise aspirations for disadvantaged students</b></p> <ul style="list-style-type: none"> <li>• Motivational workshops.</li> <li>• Targeted projects.</li> <li>• Parental engagement.</li> <li>• Academic mentoring.</li> </ul>	<p>1,000</p> <p>1,000</p> <p>500</p> <p>200</p>
<p><b>Support for learning in classroom, 1:1 tuition and after school extended learning</b></p> <ul style="list-style-type: none"> <li>• After school programmes.</li> <li>• One to one tuition.</li> <li>• Transport.</li> </ul>	<p>500</p> <p>4,500</p> <p>500</p>
<p><b>Teaching and learning programmes targeted for disadvantaged students</b></p> <ul style="list-style-type: none"> <li>• Targeted CPD and training.</li> <li>• Revision guides.</li> <li>• Ingredients.</li> <li>• Student specific supplies/resources.</li> <li>• Uniform.</li> </ul>	<p>2,000</p> <p>200</p> <p>500</p> <p>500</p> <p>800</p>
<p><b>Enriching experiences (curricular and extra-curricular)</b></p> <ul style="list-style-type: none"> <li>• Educational visits.</li> <li>• Support for trips.</li> </ul>	<p>2000</p> <p>1200</p>