

What is pupil premium?

Pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. This money is given to schools to spend on interventions which will improve pupil premium student's attainment and progress.

The government believes that pupil premium funding is the most effective way to address the current underlying inequalities between these groups of students and their peers.

Crofton Academy are responsible for deciding how this money is spent, however it is assumed that funding will be used to remove barriers to learning so that each student can reach their full potential.

Pupil premium funding has been given added weight by Ofsted and schools now have to demonstrate how they spend this money and what impact this has on student outcomes.

How is pupil premium calculated?

The pupil premium grant is calculated from data captured during the School Census in January and May each year.

Funding is then made available to schools from September to August.

2016-17

Pupils in year 7 – 11 recorded as Ever 6 FSM - £935

Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority - £1900

Pupils in year group's reception to year 11 recorded as Ever 5 Service Child or in receipt of a child pension from the Ministry of Defence - £300

If your child is eligible for Free School Meals but not currently claiming your child will not attract pupil premium funding. To get advice on this please visit the Local Authority website and complete an application form. Even if your child is not going to have a lunch at school it is still important to apply as your child will then receive specific intervention funding.

Does your child qualify? (Wakefield Council Website)

Provided your child is attending school full time they will qualify if you receive:

- Income Support
- Income Based Job Seekers Allowance
- Guarantee element of State Pension Credit
- Child Tax Credit with no Working Tax Credit and have an income, as assessed by the Inland Revenue, that does not exceed £16,190
- Support under Part VI of the Immigration & Asylum Act 1999
- Employment Support Allowance (Income Related) (ESA-IR)

How much pupil premium funding has the Academy received?

For the academic year 2016-17 Crofton received initial funding based on the following number of students:

- 220 students identified as being eligible for Free School Meals at any point in the last six years.
- 12 students identified as looked after children/ students identified at the last census as being adopted from care.
- 8 students identified as having parents who are serving in the armed forces

Pupil premium strategy statement (secondary)

1. Summary information					
School	Crofton Academy				
Academic Year	2016-17	Total PP budget	£200,090	Date of most recent PP Review	Easter 2017
Total number of pupils	1018	Number of pupils eligible for PP	252	Date for next internal review of this strategy	June 2017

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	43%	63%
Average level of progress in English / Maths (2015-16 only)	67%/44%	74%/72%
Progress 8 score average	-0.54	+0.1
Attainment 8 score average	40.76	49.39
3. Barriers to future attainment (for pupils eligible for PP)		

In-school barriers		
A.	Pupil premium students on average have lower literacy levels than non-pupil premium students: 21% of current pupil premium Y7 students and 25% of Y8 students reading ages are below the age of 9 years.	
B.	Review current curriculum model to ensure students in particular pupil premium have a wider range of appropriate option choices. Year 11 middle attaining boys have a progress 8 score of -0.87 in EBACC bucket (Based 2015-16 actual results).	
C.	Pupil premium students make slower progress than non pupil premium students who are in the KS2 middle attainment band. Key focus area for this is KS4 English and EBACC subjects.	
External barriers		
D.	Pupil premium student's attendance is 93.99% which is below the national target of 95%, 26% of these students are persistently absent (90% or less) which impacts students as it reduces their learning time.	
4. Desired outcomes		Success criteria
A.	Increase student's literacy.	<ul style="list-style-type: none"> • Reading ages to be in line with their chronological age. • Students show a good understanding of lesson content and key words used which can be seen in exam style answers. Evidence collected from work scrutinies and lesson observations.
B.	Students' progress is not impacted by the option choices available to them. Improved outcomes for middle attaining pupil premium boys.	<ul style="list-style-type: none"> • Student choices reflect their level of ability. • Students have a wider range of courses to choose from in particular courses suitable for students with lower literacy, for example BTEC's. • Increased interest and enjoyment of option subjects.
C.	Middle attaining KS4 pupil premium students make more rapid progress in English and EBACC subjects.	<ul style="list-style-type: none"> • Students to be in line with national figures for middle attaining students in

		<p>English and EBACC. These subjects require significant literacy and oracy skills.</p> <ul style="list-style-type: none"> • Work scrutiny and learning walks show pupil premium students have appropriate level of challenge in their learning which demonstrates good progress. • Teachers consistently deliver 'good' to 'outstanding' lessons.
D.	Increase attendance of pupil premium students	<ul style="list-style-type: none"> • Attendance is at least above 95%.

5. Planned expenditure					
Academic year	2016-17				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Easter review

<p>A higher % of pupil premium students have a reading age of 11+ by the end of Y7/8. Number of students Y7 – 13 Y8 - 13</p>	<p>CPD training on accelerated reader and star performance outcome in order that the data collected from this is used more effectively and used to plan next steps for learning.</p> <p>A long term plan (2017-18) is to timetable with English and English staff delivers this. (26th June).</p> <p>Member of staff appointed to focus on reading with students not meeting minimum expectations.</p> <p>Peer reading group where Y10 students support students who don't improve their reading age after STAR tests. (Summer term)</p>	<p>Accelerated reader has shown to improve students reading age and help improve student's confidence when reading.</p> <p>66% of last year's Year 7 students improved their reading age from the start of the year (134/202 students).</p> <p>The rationale behind using Y10 students to mentor/ read with Y7/ 8 students is that this is very cost effective and support Y7/8 with reading but also builds confidence of Y10 and supports their College application forms.</p>	<p>Ensure that the person responsible is analysing the results and the impact that accelerated reader is having. Ensure this is effectively communicated with the English team.</p> <p>Follow up intervention for some students who require further support.</p> <p>STAR reading test data will be analysed.</p>	<p>Literacy lead/ Librarian/ RFI/ SFO</p>	<p>Easter review</p> <p>Plans in place to move accelerated reader into English to allow this to be more structured and consistent.</p> <p>6 Y7 students and 11 Y8 students have improved their reading age based on their first STAR performance test.</p> <p>Questionnaire done with Y9 on their reading habits as a starting point to look at what reading strategies can be rolled over from Y8 to Y9.</p> <p>New library books ordered in order to improve chances of students using library as they are now more up to date.</p> <p>Reading list published which is now on the website as guidance for parents.</p>
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<p>More personalised feedback given to students to allow greater progress to be made.</p>	<p>CPD training on effective marking and feedback and the impact of student responses to this. (Scrutiny and learning walk – week commencing 5th June).</p>	<p>Gives students clear next steps on how to improve work therefore deepening understanding of learning.</p> <p>Sutton Trust research says that this is the most effective way of improving student outcomes for pupil premium students.</p>	<p>Half termly work scrutiny is carried out on pupil premium books to ensure all staff follow policy and this has a direct impact on progress.</p> <p>The student response should impact the learning by deepening their understanding.</p> <p>Student voice to see what the most effective feedback is like and share with whole staff.</p>	<p>RFI SFO</p>	<p>RFI/ SFO to conduct work scrutiny and learning walk (Week commencing 05/06/17).</p>
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<p>Improved outcomes for middle attaining boys.</p>	<p>Review of curriculum in particular options available to students. Speak to team leaders to see what else they could offer. (26th June – roll over).</p> <p>Alternative provision for some of the most vulnerable students. (Chevin, Fire and Rescue, Wakefield College)</p> <p>Select group of Y11 students enrolled on ECDL course to boost basket 3 scores and to support students College applications.</p>	<p>Y11 2016 results: (7 students in cohort) Ebac bucket - -1.33 Open bucket - -2.1 Overall - -1.47</p> <p>Gives students an opportunity to engage in more practical work in order to improve their life chances when applying for further education.</p> <p>Written confirmation that some local colleges will accept this as an entry grade.</p>	<p>Robust options process where each student is looked at individually in consultation with form tutors, heads of department, parents and the senior team. Look at statistically which subjects offer the most success.</p> <p>Students carefully selected with parental, head of year and subject leaders support.</p> <p>Regular checks of 4Matrix to see progress of students. Students to resit tests where appropriate.</p>	<p>RCR RFI</p>	<p>Curriculum reviewed for current Y10 students and more suitable options for some students in place, such as BTEC courses.</p> <ul style="list-style-type: none"> • 14 students chose BTEC Health and Social Care. • 10 students chose BTEC PE. • 10 students chose BTEC ICT. <p>Significant improvements made in progress 8 score in all key areas with this group of students.</p> <p>ECDL middle attaining boys have a predicted progress 8 score of +1.55 (7 students).</p>
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Students are strategically seated in order for them to make at least 'good' progress.	Class charts – this online system draws all of the information from SIMS including: PP status SEN KS2 data Teacher prediction Targets Gifted and talented (Fully embedded 26 th June – roll over timetable)	It allows the teacher and teaching assistant to easily recognise and offer support to certain tables. It allows students of different abilities and gender to work with each other and share their skill set. Saves teacher time as all of the data is there to use and can be updated after a data collection.	All team leaders will have access to this so when learning walks and lesson observations take place you can clearly see the different levels in the class and the support the teacher gives to certain tables or students. This will allow work to be better matched to student's needs.	RFI SFO	Class charts to be fully embedded when roll over timetable starts (26 th June). This is also to be used as new whole school reward policy.
Total budgeted cost					£52,000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Increase rates of progress for middle attaining pupil premium students in English, Humanities, and MFL.</p>	<p>Small group interventions carefully selected which will run during lesson times, breakfast clubs and afterschool. (February half term).</p> <p>Specialist English tutor appointed to take English staff lessons to free them up to work with underachieving Y11 students. (February half term).</p> <p>Top 18 booklets produced and gave to staff. This is a book that will focus on 18 PP students who have a large negative progress 8 score. Students to complete this book themselves so it is more personal for staff. (February half term).</p>	<p>Develop student's confidence and enjoyment of subject.</p> <p>Focus on certain elements that students struggle with – much more personalised than a classroom environment.</p> <p>Students can tell staff where they feel their weaknesses are which is more personal; this also raises the profile of pupil premium students across school. PP coordinator to speak with each of these students individually to get the booklet filled in.</p>	<p>Will hold team leaders to account during raising achievement meetings and results review meetings.</p> <p>Analyse data to see what impact these sessions are having.</p> <p>Analyse after data collections and feedback to staff on where improvements have been seen or where more work needs to happen.</p>	<p>Heads of department RFI to co-ordinate SYO</p>	<p>Specialist English teacher appointed working with KS3 groups to free up English staff to focus on Y11. Also used to cover groups for Y10 intervention for English literature exam.</p> <p>Easter school well attended for Y10/11 English and Y11 history.</p> <p>Top 18 Booklet produced for February half term. The impact this has had based on professional predicted grades done at Easter is that 14 out of 18 students have improved their score.</p>
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<p>All students controlled assessment is at or above their target grade in every subject where this is an element.</p>	<p>Review meetings to take place with all team leaders, an element of this will be focussed on controlled assessment. (January 2017).</p> <p>Intervention to be timetabled for two weeks before February half term and two weeks after where underachievement in controlled assessment is a concern. (Timetable planned February to roll out after half term. Will be completed by Easter).</p>	<p>2015-16 cohorts controlled assessment in some subject areas for some pupil premium students was significantly below their target grade therefore were unable to attain their target grade in that subject.</p> <p>More personalised and individual student needs can be met which allows greater progress to be made and some students feel much more confident in a smaller group environment.</p>	<p>Deadlines set for completion of controlled assessment for all subjects.</p> <p>Subject reviews to take place after Christmas of which controlled assessment will be a focus.</p> <p>PP coordinator to phone parents and collect students at the end of the day to take them to their intervention. (13th March – 14th May).</p> <p>Controlled assessment data to be input by all staff and analysed in February and May. Staff will be held to account for these grades during review meetings.</p>	<p>PWA RCR RFI SYO</p>	<p>Review meetings taken place and intervention timetabled.</p> <p>Controlled assessment data analysed and discussed with subject co-ordinators. PP Coordinator to support with making sure students get to controlled assessment catch up in order to ensure all students achieve their target grade.</p>
Total budgeted cost					£50,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>The majority of pupil premium students have above 95% attendance.</p>	<p>Educational Welfare Officer and Parent Support Advisor appointed.</p> <p>Daily phone calls home from learning mentors.</p>	<p>We can't improve attainment for students if they are not attending school.</p> <p>The National Foundation for Educational Research (NFER) identifies improving attendance as the biggest factor in improving progress and attainment.</p>	<p>Daily phone calls from year learning mentors where students are absent.</p> <p>Learning mentors to collect key information from students on issues as to why student's attendance may be low.</p>	<p>LHA SYO</p>	<p>Learning mentors phone all students who are absent in P2.</p> <p>PP Coordinator now working much more closely with PP attendance and starting to work with key groups who are in</p>

		<p>The Educational Welfare Officer is able to do home visits and get to know families and their backgrounds and has good connections with other agencies where appropriate.</p>	<p>Improve communication with parents/ guardians to identify barriers to attendance and possible solutions.</p> <p>Look at impact on targeted pupil premium student's attendance.</p> <p>Half termly meetings with staff lead so that we are fully updated as a school.</p>		<p>danger of dropping into the PA category. After Easter will be working with 10 students from each year group and meeting them one registration per week and setting up a rewards scheme.</p> <p>Incentive scheme run with Y11 for a 4 week project (Reach for the Summit) with a focus on 100% attendance Impact: 135 students got 100% during this period which is 5 more than previous 4 weeks. 168 students got above 95% which is 27 students more than previous 4 weeks.</p>
<p>Increase confidence and opportunities for pupil premium students.</p>	<p>Annual trip to Ogwen Cottage, Wales. (Year 7-10 students). (March)</p> <p>Staff can bid for money to use on educational visits and promoting pupil premium achievement.</p> <p>Careers advisor to support students in applying and choosing the correct post 16 destination.</p> <p>In school support area for disengaged students and</p>	<p>Some pupil premium students often lack in confidence and some will not have the same opportunities as non-pupil premium students to visit different places.</p> <p>Some staff may want to use external providers/ support to enthuse and inspire pupil premium students to succeed.</p> <p>Students often lack confidence and ambition.</p>	<p>Impact form will be completed by member of staff after the visit has taken place. This could include:</p> <ul style="list-style-type: none"> • Photographs • Student voice • Impact on behaviour for learning • Outcomes <p>Regular updates from career advisor on how students are being supported, and looking at NEET figures when published.</p> <p>Half termly updates on attendance and QA of results to see impact that this has on their outcomes and how</p>	<p>RFI will be responsible for allocating the money and agreeing the visits.</p> <p>Learning support manager.</p>	<p>Ogwen cottage was a huge success.</p> <p>Quotes from students: "It made you think that life is really hard and sometimes you have to get on with it and keep pushing yourself". (Y9 student)</p> <p>"I used my determination to get me through". (Y9 student).</p> <p>Parents of students who went to Ogwen invited in on 27th April 2017 to share successes of their children. Also there will be afternoon tea to build</p>

	<p>students with behaviour difficulties. (September 2017).</p> <p>CashWise 2 day project (Part funded by WDH) to teach students about finances and choosing the right career path. (28th/ 29th March).</p> <p>Sports Leaders run by Featherstone Rovers over 16 weeks to inspire students into sport and to unearth their leadership potential. (Starts January – July)</p>	<p>Some students work better without their peers and need constant one to one support.</p> <p>Students lack in confidence and awareness of finances and career path ways. Also recommended by local schools.</p> <p>Previously done this and this had an impact on student attendance and students also, if complete the course gains a recognised certificate which will be useful when applying for their next steps of learning.</p>	<p>this impacts other students in group where withdrawn from. More personalised and individual student needs can be met which allows greater progress to be made and some students feel much more confident in a smaller group environment.</p> <p>Pupil premium coordinator to be with the group on both days and also results from a confidence questionnaire analysed by company and sent to school.</p> <p>Pupil premium coordinator to attend these sessions and analyse attendance, behaviour and punctuality of students across school to see if there has been any improvements.</p>	<p>Pupil premium co-coordinator. (SYO)</p>	<p>relationships with these parents and a session run on growth mind-set. (Governor present).</p> <p>100% of current Y10 PP students have a work experience place (17/07/17).</p> <p>Work going into revamping in school support area – looking into what other qualifications we can offer (IAchieve). CashWise project, 2 day project with 50 Y8 PP students working on careers, money and employment. Students comments: “I now have more confidence in working as a team”. 80% felt confident in understanding the consequences of poor money choices. 90% of students felt they developed team working skills.</p> <p>Sports Leader’s course for 14 Y9 PP students to improve confidence and overall attitude to learning in school.</p>
<p>Increased progress made by Pupil Premium</p>	<p>Extra staffing in these subjects so that class</p>	<p>More personalised and individual student needs can be met which allows greater</p>	<p>Subject leaders to coordinate this within their departments.</p>	<p>RCR</p>	<p>Timetable been put together to follow this model.</p>

<p>students in English, maths and science.</p>	<p>sizes are smaller. (Appointed by May half term).</p> <p>Two LSA's appointed to work with pupil premium students who are underachieving.</p> <p>Specialist maths teacher working 2 days a week with underachieving students across KS4. (Appointed September 2016).</p> <p>PET – XI employed for 5 days during Easter to deliver intensive Maths revision to 23 PP students who have current working grade of ¾ or 5. (Easter holidays). One additional free day before second maths exam for 25 foundation students to attend (07/06/17).</p>	<p>progress to be made and some students feel much more confident in a smaller group environment.</p> <p>Seen impact this has had on students in other schools – also a fresh approach for students who are not meeting their expected grades.</p>	<p>Senior leaders to hold staff to account during the raising achievement and results meetings.</p> <p>Data to be analysed to see impact on student progress.</p> <p>Students sit a test at the start and finish and we are provided with results of impact, also students do confidence tests throughout the five days to check understanding of topics.</p>	<p>RFI</p>	<p>Maths teacher appointed for two days a week to work with 18 Underachieving students. Impact: 4 students out of this cohort have improved by 1 grade based on their Professional Predicted Grade.</p> <p>Results All 9 higher students performed better on a day 5 exam than a day 1 exam. 12 out of 14 foundation students performed better on a day 5 exam than a day 1 exam.</p> <p>Quote “The course has taught me better and easier methods to use in my work so that I can actually understand Maths (Ebony Westwood).</p>
Total budgeted cost					£90,000