

Pupil Premium Strategy 2016-17

Rationale

At Wakefield City Academy we have developed many robust intervention strategies which are designed to assist each student to achieve their potential. 42% of students are eligible for pupil premium funding.

We believe that every child deserves the best education and will endeavour to help students achieve their potential using a wide range of support and intervention strategies. Sometimes the cost of these strategies exceed the total amount we receive for the Pupil Premium.

The government's aim is to diminish the difference (previously called "narrowing the gap") between non pupil premium students and pupil premium students. The 'pupil premium' is government funding which targets extra money to students from deprived backgrounds which research shows underachieve compared to their peers. Previously schools/academies had to diminish the differences within their own institutions and had to produce data to show this was happening. However, from 2016 each school/academy will be 'judged' against national figures.

Monitoring Pupil Premium Funding

Thorough analysis of student data and knowing our students helps us to identify where support or intervention is required. A range of evidence and data is collated and used:

- Attendance data – daily, weekly, half termly and annually – is analysed by the EWO, Pastoral Team and Academy Liaison Officer.
- Assessment data is collected formally at least 3 times per year and collated through 4 Matrix. This is then available for all staff to use to plan lessons and further interim assessments.

A pupil premium research on 4 Matrix group has been created so the staff can monitor progress against non pupil premium students.

A new system is now in place for KS3 assessment but this too will feed into 4 Matrix.

- Lesson Observations and Learning Walks are recorded on HTG and discussions take place regarding the progress of students, including pupil premium.
- A seating planner is used in all classrooms which indicate to teachers who the pupil premium students are and where they are seated to ensure maximum progress.
- Inclusion data is used by Pastoral staff to monitor how many referrals are made to the 'Arc', including monitoring pupil premium students so that appropriate interventions can be planned.
- Exclusion data is analysed to enable the Pastoral Team to monitor patterns and provide appropriate interventions to try to prevent these.
- Tests are used each year to monitor students' progress in reading and spelling. Small group work or individual intervention is then provided to 'boost' student progress.
- The Pass Survey has been conducted with years 7 – 10 to provide a picture of the perceptions of students about themselves and the academy.

Each Head of Year has this profile of the students so that they have a better understanding of the social, emotional and behaviour needs of the students.

- Pastoral staff and Heads of Year know their year groups well and understand that often there are external barriers to attendance, punctuality, good behaviour and progress. Through meetings of staff, and parents, these barriers are identified and assistance given; ie uniform, alarm clocks, bus passes, sports equipment, musical instruments, counselling, mentoring etc.

All data is collated and analysed to inform future years interventions, some of which are individual and some across the curriculum.

All of these interventions are collected from staff and are tracked against the funding. This provides a means of tracking funding allocated to individual students and allows us to measure how much funding is allocated to each intervention and whether it is cost effective and is having impact.

Focus on Learning in the Curriculum

- Small group tuition is provided in English, maths and science to raise attainment and achievement for those not making progress.
- Additional staffing through HLTAs in English, maths and science allows for 1 to 1 intervention before, during and after school.
- At KS3 accelerated reading lessons have been introduced to boost reading levels.
- This is enhanced by the 1 to 1 or small reading sessions led by the SENCO and TAs.
- Additional curriculum and off site learning is funded to provide alternative courses to students for whom the traditional 8 subjects are not appropriate. Students may choose to follow the Sport and Active Lifestyles through the Young Firefighters course held at Wakefield Fire Station, a young apprenticeship course in Hair and Beauty (Room 97) or construction (Elite or Wakefield College).

A small group of students who have been identified as benefitting from alternative provision have core subjects alongside Integrated Students (in the academy) and Hotch Potch at the (Ucan Centre) where they follow a course in Creative Arts.

Some individual students at specific times benefit from a part of their time having support off site either from emotional or social reasons.

They may therefore attend the Lighthouse Group, Wakefield College, YES Project, Ucan Centre or other alternative provisions through the local authority for a specified period of time.

- An intervention team meets fortnightly to track and monitor student progress. Pupil premium students feature highly in these meetings and line managers on SLT, use this information for meetings with Heads of Departments to discuss and plan intervention strategies.
- The intervention lead is also the pupil premium champion and ensures that these students are making progress. He also co-ordinates the additional intervention sessions after school, making sure that pupil premium students are attending. Targetted revision resources are provided for these sessions.

IMPACT

Focus on the Curriculum

- Increased confidence in reading through a structured support programme.
- Basic skills in reading, writing, spelling and numeracy improved.
- Improved grades in core subjects – English, maths and science.
- KS4 curricular offer – motivation of students improve.

DATA

- Attendance
- Reading, spelling, numeracy
- KS3 data and tracking
- KS4 data and tracking
- Dashboard and Raise on Line.

Focus on Social, Emotional and Behaviour

- The academy employs a full time Education Welfare Officer, Academy Liaison Officer and Student Services offer pastoral support to students, their parents and families. This begins early morning when the team call, text, or e-mail families to promote good attendance. The EWO and ALO will visit families daily to provide support in any way they can. They liaise with the Pastoral Team and Heads of Year to share information and develop strategies.
- Breakfast is provided for pupil premium students to ensure they have a good start to the day.
- The academy employs additional support from the Education Psychologist and the Cross Project and works closely with St Swithuns Youth Team and Kouth Counsellors to ensure the emotional well-being of the students.

These provide

- 1 to 1 meetings
- Counselling
- PE clubs
- Girls group
- ICT club
- Confidence building

- The academy has a culture of outstanding behaviour and an inclusive ethos. We believe that it is more appropriate for students to be in the academy rather than being excluded, although there are times when obviously this is necessary.

The Pastoral Team work together to change behaviours rather than merely punish and employ Restorative Practice whenever possible. The ARC (Academy Reintegration Centre) has a full time teacher every lesson with support for the ARC and withdrawal room from the Pastoral Manager, Pastoral Assistant and Head of Year.

- A summer school is held every year for the disadvantaged and vulnerable students to assist with their transition from KS2 – 3. This helps them to meet staff, get to know the academy and feel happy and supported ready for the Autumn term.

IMPACT

Focus on Social Emotional and Behaviour

- More students are reading and able to learn.
- Attendance and punctuality improved
- Barriers to learning lessened or removed.
- Better relationships between teacher, students and families.
- Better social skills and responses to difficult situations.
- Healthier students.

DATA

- Attendance
- Exclusions
- Inclusions

Enrichment Beyond the Curriculum

An external careers advisor (from Connexions – Prospects) has been employed for additional days to provide impartial advice and guidance and in particular support Year 11 with Post 16 routes. This person works closely with the Careers Co-Ordinator, Heads of Year and the NEETS Co-Ordinator to identify those students at highest risk.

Traditionally students from disadvantage backgrounds are those students who are a highest risk of becoming NEETs and are therefore a high priority. All students receive an interview in Year 11, but those at risk receive additional interviews. This could not happen without the academy paying for the extra time.

The NEETS Co-Ordinator has a tracker which is used to identify strategies and support for these students. Two NEETS Mentors are employed to support students through meetings every week. Additional support is given through careers talks, individual Connexion meetings, college tasters days and visits.

An Academically More Able (Gifted and Talented) Co-Ordinator is employed to track, monitor and provide activities for this group of students – many of whom also pupil premium students.

The AMA Co-Ordinator works alongside the Widening Participation Co-Ordinator to plan visits to Universities, and other activities to raise the aspirations of the students and their families.

Additional staff provide a homework club every evening so that those students who would have no appropriate place or parental support can still complete their homework.

A rewards system is in place called “My Rewards”, which allocates points to students which can be used in the ‘shop’ to purchase equipment, vouchers, prom tickets or saved towards a visit at the end of term. However often pupil premium student still cannot afford the remainder of the cost so this is subsidised from the pupil premium funding.

Lack of finance should not be a barrier to participating in any extra curricular activity or additional activities within the formal curriculum. Pupil premium funding is therefore used to support students and families with monies for the prom, theatre visits, field trips, residential visits, Duke of Edinburgh expeditions visits to universities, sporting events etc. This may be for tickets, equipment, clothing, food or transport or any other barrier preventing the student from participating.

IMPACT

Focus on Enrichment Beyond the Curriculum

- Students have a wide range of experience outside of academic study.
- Enriched experiences to support the curriculum.
- Enhanced relationships between teachers and students.
- Social skills improved.
- Aspirations raised.
- Better knowledge and understanding of Post 16 routes resulting in appropriate choices.

DATA

- Attendance
- Exclusions

- Inclusions
- Progression and NEETS

Focus on Families/Community

Often students have barriers to learning due to home circumstances. The employment of a full time Education Welfare Officer and Academy Liaison Officer ensures that we know and understand barriers for individual students. Both the EWO and ALO make daily visits to parents and families to discuss issues and concerns, often these students come from disadvantaged backgrounds. The EWO and ALO attend pastoral, Looked After Children, Child Protection and Safeguarding meetings external to the academy to support families. They are a point of contact for any parents requiring help with a range of issue or problems.

The academy assists families with purchase of uniform and equipment if they are in financial difficulties. Items of uniform are kept in the academy to loan out to students for short periods of time.

Transport fares are paid for any disadvantaged student who cannot afford if for travel to work experience, young apprentice placements, college courses or any offsite visits. The academy hires a mini bus to ensure all students have transport to events and activities if parents cannot provide transport.

IMPACT

Focus on Families and the Communities

- Material support offered so that pupil premium students do not miss opportunities.
- Fuller access to curriculum activities and extra curricular activities.
- Better parental support

DATA

- Attendance
- Extra curricular clubs
- Parents evenings attendance

Review date – September 2017