



Drapers' Academy

Drapers' Academy Pupil Premium & Catch-up Funding

Allocation, provision, impact

2017-18

Allocation

Over the past 5 financial years we have received:

2016-17	£342,300
2015-16	£308,550
2014-15	£265,607
2013-14	£280,087
2012-13	£186,339

This financial year 2017-18 we will be receiving: **£378,795**

The DFE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupils' needs. However, we are accountable for the use of this additional funding.

'It is for the schools to decide how the pupil premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for individual pupils within their responsibility.'

The School Context

2017 – 2018	7	8	9	10	11
Number on roll	210	198	177	173	171
Number Pupil Premium	105	107	86	85	95
CLA	1			1	3
% Pupil Premium	50%	54%	48%	49%	55%

51% of our pupils are PP

The Pupil Premium

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The Pupil Premium also provides funding for children who have been looked after (CLA) continuously for more than six months and the children of service personnel.

Eligible pupils in years 7 to 11 are funded with £935 per head.

Looked after children or ceased to be CLA are funded with £1900 per head.

Service children are funded with £300 per head.

The purpose of the Pupil Premium Report

The purpose of this report is to outline how the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps for our pupils. These measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the Pupil Premium.

We are aware that under The School Information (England) (Amendment) Regulations 2016, Schedule 5 there is specified information which has to be published on a school's website. Section 9 of this regulation requires schools to publish *'The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated'*.

Drapers' Academy Pupil Premium Report

Through this document we will publish the above information. In meeting this requirement, we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

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 (ring fenced within our budget).
- Ensure that the Pupil Premium funding supports the disadvantaged pupils as the school is in the highest quartile nationally for deprivation. A report commissioned by Pearson shows that our priority catchment area is the most deprived in Havering with references to most deprived in; barriers to housing & services, crime, un-employment, income and income affecting children (IDACI). Higher numbers of non-PP pupils live further away, in less deprived areas.
- Use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these to meet the needs of our pupils. Much higher than average proportions of our children show below-average ability on entry in most year groups and mobility is very high when compared to the NA (86.2% 2016 RAISEonline v 91.6% National average).
- 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. Our most challenged and significant cohort are white British, disadvantaged and low ability on entry and therefore, we ensure that Pupil Premium funding supports these pupils and their families through the employment of additional services.
- Be mindful that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances. We will ensure that More Able (MABLES) Pupil Premium pupils are stretched, challenged and supported by the funding and whole-school strategies.
- Ensure there is a robust monitoring and evaluation system in place to account for the use of Pupil Premium, by the school and governing body.
- Use high quality teaching and learning as the preferred way to diminish the difference 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.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

Rationale

Barriers to future attainment for pupils eligible for PP, including those who are more able	
In-school barriers	
A	Low literacy skills of entry into Year 7.
B	Fine average point score at KS2 is significantly below national (year on year) e.g. the difference is -1.2 in our current Year 8 (27.7 vs 28.9)
C	Absence is above national which impacts on progress. Absence 6.9% compared to 5.0% national. PA 19.4% compared to 12.4% national (RAISEonline 2016)
D	Poor parental engagement
External Barriers	
A	Local deprivation. The school is located in an area that has a deprivation indicator of 0.31, higher than the 0.20 national, placing it in the highest quartile for deprivation and the most deprived area in Havering (Pearson Report)

Provision for 2017-18

Listed below are examples of the initiatives and interventions we use to close the gap, which are paid for by our Pupil Premium funding:

Table 1: Breakdown of allocation for 2017-18

Intervention / Strategies	Allocated Budget £
Staff salary costs	
Pupil Premium Strategy – SLT	248,000
Pupil Premium Achievement Leaders*	
Pastoral Managers *	
Additional teaching in maths and English*	
Literacy support - Read Write Inc.	
Separated Budgets Including Capital Expenditure	
Pupil Premium Achievement Leaders*	4,000
PP Rewards/Peripherals/Other specific support allocation	18,095
Social Emotional and Behavioural Programmes	
Behaviour and welfare support services	12,800
Attendance and Behaviour Service (ABS)	8,500
Spark to Life	3,000
Animal assisted therapy at the Oak Centre*	10,000
Yoga for SEND PP*	2,000
Action Jackson mentoring*	1,400
Curriculum Programmes – focused on learning	
1 to1 tuition during lunch after school (Agency and 6 th Formers)*	17,000
Half term revision schools for PP in Year 11*	2,800
Graduate Support for English and Maths*	14,000
Library after school club	2,200
Examination Support materials for PP	5,000
Enrichment Programmes - beyond the curriculum	
Funding of trips and visits*	18,000
Extended school enrichment activities and sporting programmes*	10,000
Breakfast clubs*	2,000
Outside of pupil premium funding, the sponsors pay for the entire music tuition programme	N/A
Total Pupil Premium Allocation 2017-2018	£378,795

***See Provision Appendix below for how the roles/provisions are linked to Pupil Premium funding**

Provision Appendix

Re: Table 1: Breakdown of allocation for 2017-18

***Pupil Premium Achievement Leaders**

Two teachers receive a TLR 3 for additional responsibility as a Pupil Premium Achievement Leader. They each monitor, track and support 10 Pupil Premium pupils each, across the two key stages, over the course of the year. In addition to this, one of the Achievement Leaders oversees the faculty Pupil Premium Champions; distributing the PP vs non PP progress data after every data collection, ensuring that the Champions lead faculty discussions to analyse the progress data, and that additional support within the classroom setting is agreed and logged in SPOT (Student Progress Over Time) folders, which each member of staff keeps on their workstation with their seating plans.

***Pastoral Managers**

The Pupil Premium funding is used to employ five Pastoral Managers that are non-teaching members of staff. The Pastoral Managers each have oversight of a Year group each and work closely with PP pupils, as well as non PP pupils, that have emotional, social, behavioural etc. needs. However, due to the high proportion of PP pupils in each year group, the bulk of their work involves supporting these pupils. 2016 year groups have the following numbers of PP: **Year 7 50%, Year 8 54%, Year 9 48%, Year 10 49%, Year 11 55%**.

***Additional staffing in maths and English**

PP funding is used to provide an additional teacher in maths and English so that smaller groups are achievable. In maths, the additional teacher has a PP class and delivers additional intervention groups for PP pupils only. In English, an additional teacher is also used for PP interventions.

***Animal assisted therapy at the Oak Centre**

The Oak Centre provides a range of interventions and therapies for SEND pupils, the majority of whom are PP. PP funding is used to provide animal therapy at the centre, where SEND PP pupils learn life skills and coping mechanisms through caring for our animals.

***Yoga for SEND PP**

PP funding is used to support SEND PP pupils through weekly Yoga classes with an external teacher. These sessions help relax and calm some of our SEND pupils who additionally suffer from spatial awareness, anxiety etc.

***Action Jackson mentoring**

Inspirational motivational speaker, Action Jackson personally mentors x10 Year 10 and Year 11 PP pupils, visiting once a term to support pupils in developing aspirations and self-confidence, making the right choices, focusing on their education. Pupils are selected by their Pastoral Managers, as those in need of additional motivation and support.

***1-1 Tuition**

Each year a number of 6th form students apply and are interviewed, to become 1-1-tutors in for the more able PP pupils in Maths and English. 6th form tutors are paid £20 per hour and are given resources and training by the Pupil Premium Champion within which ever faculty they are tutoring within. Tuition takes place in timetabled weekly sessions and are reviewed for impact at the end of each half term.

***Half term revision sessions**

PP pupils are specifically targeted with invitations and phone calls home to attend the numerous revision sessions over school breaks. However, these sessions are not exclusive to PP pupils and are publicised across the Academy. Where attendance is at least 75% PP, funding covers these session.

***Graduate Support in English and Maths**

An English graduate is employed to work with more able PP pupils identified by the Head of Faculty to be in need of 1-1 or small group intervention across the key stages.

***Breakfast Club**

A breakfast club is in place to encourage PP attendance to school and to ensure that they are nutritionally equipped to learn for the day. This club is not exclusively offered to PP pupils, however, they are specifically targeted and encouraged to attend.

***Trips and Visits**

Where trips have more than a 75% proportion of pupils attending that are PP, the cost of the trip is covered from Pupil Premium funding.

Provision for 2016-17

Listed below are examples of the initiatives and interventions we use to close the gap, which are paid for by our Pupil Premium funding:

Table 2: Breakdown of allocation for 2016-17

Intervention / Strategies	Allocated Budget £
Staff salary costs	
Pupil Premium Strategy – SLT*	244,000
Pupil Premium Achievement Leaders*	
Pastoral Managers *	
Pupil Premium Learning Mentor*	
Additional teaching in maths and English*	
Literacy support - Read Write Inc.*	
Separated Budgets Including Capital Expenditure	
Pupil Premium Achievement Leaders	4,000
Budget for Pupil Premium Learning Mentor	1,000
PP Rewards/Peripherals/Other specific support allocation	7,000
Social Emotional and Behavioural Programmes	
Behaviour and welfare support services	12,800
Attendance and Behaviour Service (ABS)	8,500
Spark to Life	2,000
Curriculum Programmes – focused on learning	
1 to1 tuition during lunch after school (Agency and 6 th Formers)*	17,000
Half term revision schools for PP in Year 11*	2,800
Graduate Support for English*	7,000
Library after school club	2,200
Enrichment Programmes - beyond the curriculum	
Funding of trips and visits*	18,000
Extended school enrichment activities and sporting programmes*	10,000
Breakfast clubs*	2,000
Outside of pupil premium funding, the sponsors pay for the entire music tuition programme	N/A
Total Pupil Premium Allocation 2016-2017	342,300

*See Appendices for how roles/provisions are linked to Pupil Premium funding

Impact

Impact data will be updated when 'Analyse School Performance- ASP' (replacement for RAISEonline) has been published. It is anticipated this data will be available to schools at the end of November / First week of December.

Overall the data shows **we are diminishing the difference** (closing the gap). This can be seen in the change column where many of the year on year changes have been **positive**.

Progress

Table 3

Progress 8	2016	2017	Change
Whole School	-0.21	-0.20	+0.01
School Other	0.38	??	
Disadvantaged	-0.77	-0.30	+0.47
<i>Difference – Dis & Whole</i>	-0.56	-0.10	+0.46
<i>Difference – Dis & Sch Other</i>	-1.15		
National All (State schools)	0.00	0.00 (-0.03)	-
National Other	0.12	??	
<i>Difference – Dis & Nat Other</i>	-0.89		

(?? = data not available as of Tuesday 10th October 2017)

Table 4

Progress 8 English	2016	2017	Change
Whole School	-0.37	-0.14	+0.23
School Other	0.15	??	
Disadvantaged	-0.86	-0.30	+0.56
<i>Difference – Dis & Whole</i>	-0.49	-0.16	+0.33
<i>Difference – Dis & Sch Other</i>	-1.01		
National All	-0.04	??	
National Other	0.08	??	
<i>Difference – Dis & Nat Other</i>	-0.78		

Table 5

Progress 8 Maths	2016	2017	Change
Whole School	0.16	0.23	+0.07
School Other	0.78	??	
Disadvantaged	-0.43	0.09	+0.52
<i>Difference - Dis & Whole</i>	-0.59	0.14	+0.45
<i>Difference – Dis & Sch Other</i>	-1.21		
National All	-0.02	??	
National Other	0.10	??	
<i>Difference – Dis & Nat Other</i>	-0.53		

Attainment

Table 6

Attainment 8	2016	2017*	Change
Whole School	45.62	38.75	
School Other	53.93	41.42	
Disadvantaged	37.45	35.95	
<i>Difference - Dis & Sch Other</i>	-16.48	-5.47	+11.01
National All	49.50	??	
National Other	52.72	??	
<i>Difference – Dis & Nat Other</i>	-15.27		

*Attainment 8 point scores changed in 2017 and are therefore not comparable against 2016

Table 7

English Combined 9-4 %	2016 (A*-C)	2017 (9-4)	Change
Whole School	71.8	74.6	+2.8
School Other	82.5	76.6	-5.9
<i>Disadvantaged</i>	61.7	72.6	+10.9
<i>Difference – Dis and Whole</i>	-10.1	-4.0	+6.1
National All	74.0	??	
National Other	80.0	??	
<i>Difference – Dis & Nat Other</i>	-18.3		

Table 8

Maths 9-4 %	2016 (A*-C)	2017 (9-4)	Change
Whole School	72.0	66.7	-5.3
School Other	75.4	73.4	-2.0
Disadvantaged	68.3	59.7	-8.6
<i>Difference – Dis and Whole</i>	-3.7	-7.00	-3.3
National All	68.0	??	
National Other	75.0	??	
<i>Difference – Dis & Nat Other</i>	-6.7		

Table 9

2017 9-5% (there is no 2016 comparison)	English (Combined) 9-5 %	Maths 9-5 %
Whole School	52.4	42.0
School Other	57.8	45.3
Disadvantaged	46.8	38.7
<i>Difference – Dis & Sch Other</i>	-11.0	-6.6
National All	??	??
National Other	??	??
<i>Difference – Dis & Nat Other</i>		

Table 10

Basics (English and Maths C or 4 in both)	2016	2017		Difference using 4 as a C
		9-4	9-5	
Whole School	62.0	60.0	37.0	-2.0
School Other	70.0	64.0	42.0	-6.0
Disadvantaged	51.0	55.0	31.0	+4.0
<i>Difference - Dis & Sch Other</i>	-19.0	-9.0	11.0	+10.0
National All	62.0	??	??	
National Other	70.0	??	??	
<i>Difference – Dis & Nat Other</i>	-19.0	??	??	

Historical Data

Summary page from RAISEonline 2016 (Year 11 2015-2016)

Progress						
	Cohort	Progress 8	English element	Maths element	Ebacc element	Open element
All	107	-0.2	-0.36	0.17	-0.32	-0.23
PP	55	-0.75	-0.85	-0.42	-0.82	-0.81
Non PP	52	0.38	0.16	0.78	0.25	0.38
National Non PP	N/A	N/A	N/A	N/A	N/A	N/A
All Lower Prior Attainment	28	-0.53	-0.66	-0.34	-0.67	-0.45
PP Lower Prior Attainment	20	-0.9	-1.18	-0.55	-0.94	-0.9
Non PP Lower Prior Attainment	8	0.38	0.66	0.23	N/A	N/A
National Non PP	N/A	0.19	0.16	0.19	0.21	0.18
Difference: School PP - National Non PP	N/A	-1.09	-1.34	-0.74	-1.15	-1.08
All Middle Prior Attainment	59	0.03	-0.16	0.41	-0.1	0.03
PP Middle Prior Attainment	28	-0.3	-0.28	0.01	-0.48	-0.35
Non PP Middle Prior Attainment	31	0.33	0.26	0.42	N/A	N/A
National Non PP	N/A	0.14	0.11	0.12	0.18	0.13
Difference: School PP - National Non PP	N/A	-0.44	-0.39	-0.11	-0.66	-0.48
All Higher Prior Attainment	20	-0.44	-0.55	0.15	-0.49	-0.71
PP Higher Prior Attainment	7	-2.16	-2.21	-1.75	-2.15	-2.41
Non PP Higher Prior Attainment	13	0.48	0.53	N/A	N/A	N/A
National Non PP	N/A	0.07	0.05	0.06	0.09	0.06
Difference: School PP - National Non PP	N/A	-2.23	-2.26	-1.81	-2.24	-2.47

KS4 summary overall and by low, middle and high prior attainment 2016 (part 1)

For all and disadvantaged pupils (Dis)

Drapers' Academy (3116905)

	Sig+ and top 10%
	Sig+ not top 10%
	Sig- not bottom 10%
	Sig- and bottom 10%

	All	Dis
National	Figure for national all	Figure for national other

	1 or more grades above national
	0.5 to <1 grade above national
	0.5 to <1 grade below national
	1 or more grades below national

Progress 8							Attainment 8										
Overall																	
Cohort		All		Dis		Cohort		All		Dis		Cohort		All		Dis	
Score		97		45		108		49		49.15		44.65		49.34		52.56	
CI +/-		0.2		-0.1		-0.19		-7.91									
Rank																	
		Low		Middle		High		Low		Middle		High					
		All Dis		All Dis		All Dis		All Dis		All Dis		All Dis					
Cohort		22 14		57 26		18 5		22 14		57 26		18 5					
Score		0.11 -0.04		0.17 -0.03		0.19 -0.59		34.73 32.36		50.30 47.69		63.94 57.40					
National		0.00 0.19		0.00 0.14		0.00 0.07		28.39 31.16		48.86 50.63		64.17 65.00					
Difference		0.11 -0.23		0.17 -0.17		0.19 -0.66		6.33 1.20		1.44 -2.94		-0.23 -7.60					
CI +/-		0.45 0.56		0.28 0.41		0.49 0.93		0.6 0.1		0.1 -0.3		0.0 -0.8					
Rank						90											

English element							Attainment 8										
English element																	
Cohort		All		Dis		Cohort		All		Dis		Cohort		All		Dis	
Score		97		45		108		49		10.20		9.55		10.41		10.95	
CI +/-		0.0		-0.1		-0.21		-1.40									
Rank																	
		Low		Middle		High		Low		Middle		High					
		All Dis		All Dis		All Dis		All Dis		All Dis		All Dis					
Cohort		22 14		57 26		18 5		22 14		57 26		18 5					
Score		0.12 -0.18		-0.01 0.02		0.08 -0.61		8.18 7.43		10.35 10.31		12.78 11.60					
National		0.00 0.16		0.00 0.11		0.00 0.05		6.83 7.33		10.42 10.69		12.97 13.10					
Difference		0.12 -0.34		-0.01 -0.09		0.08 -0.66		1.35 0.09		-0.06 -0.39		-0.19 -1.50					
CI +/-		0.47 0.59		0.29 0.43		0.52 0.99		0.7 0.0		0.0 -0.2		-0.1 -0.7					
Rank						92											

Mathematics element							Attainment 8										
Mathematics element																	
Cohort		All		Dis		Cohort		All		Dis		Cohort		All		Dis	
Score		97		45		108		49		10.24		9.27		9.71		10.39	
CI +/-		0.5		0.2		0.53		-1.13									
Rank		7		0.4													
		Low		Middle		High		Low		Middle		High					
		All Dis		All Dis		All Dis		All Dis		All Dis		All Dis					
Cohort		22 14		57 26		18 5		22 14		57 26		18 5					
Score		0.28 0.34		0.50 0.16		0.85 0.00		6.55 6.43		10.56 9.77		14.22 12.80					
National		0.00 0.19		0.00 0.12		0.00 0.06		4.89 5.46		9.62 9.95		12.99 13.14					
Difference		0.28 0.15		0.50 0.04		0.85 -0.06		1.66 0.97		0.94 -0.18		1.23 -0.34					
CI +/-		0.52 0.65		0.32 0.48		0.57 1.09		0.8 0.5		0.5 -0.1		0.6 -0.2					
Rank				11		1											

Significance tests for overall progress scores of all pupils and disadvantaged pupils in the school compare them with the national figure for all pupils, which is 0. Tables that show progress for prior attainment groups or show attainment contain national comparators. The comparator used for disadvantaged pupils is the national figure for other pupils (non-disadvantaged pupils). For disadvantaged pupils in the school, the difference shown is with the national figure for other pupils (non-disadvantaged pupils). Significance tests for disadvantaged prior attainment groups in the school compare their progress score with the national figure for other pupils. CI +/- shows the length of the confidence interval above and below the progress score. Rank is shown for the top and bottom 15%. Attainment shading is displayed for prior attainment groups only. It is applied where the difference from national is equivalent to 0.5 or more grades.

Literacy and Numeracy Catch-up Funding

Allocation

In 2015/16 we received £23,000.

In 2016/17 we received £24,000.

In 2017/18 we expect to receive £25,556

What is Year 7 Catch-Up Funding?

The literacy and numeracy catch-up premium provides schools with an additional £500 for each Year 7 pupil who did not achieve at least level 4 in reading and / or maths at the end of Key Stage 2.

It is provided to all state-funded schools with a Year 7 cohort, including special schools, alternative provision (AP) settings and pupil referral units (PRUs).

The objectives of the funding

- To close the attainment gap by providing intensive literacy and numeracy support to pupils entitled to Catch up Premium
- To raise self-esteem and aspirations of pupils entitled to Catch up Premium
- To enhance existing provision
- To identify concerns and target intervention and support to accelerate progress
- To ensure that parents are informed and involved where appropriate

Provision 2016-2017

Table 3: Breakdown of allocation for 2016-2017

Intervention / Strategies	Allocated Budget £
<u>LSA training</u> LSAs received specialised training to deliver and manage the Literacy intervention programme.	11,000
<u>Read, Write, Inc. package including reading books</u> The package included all training and associated books. The interventions were delivered by the trained LSAs and Literacy Coordinator in groups with a maximum size of 6.	
<u>MyMaths</u> Small group numeracy intervention during form time. The programme supported 100% of pupils in improving their numeracy skills through one to one and small group intervention sessions.	

Impact

Our relentless focus on improving reading ages ensured that all pupils on the RWI scheme, including those below level 4 on entry, greatly improved their phonics knowledge. This in turn has improved the overall attainment of the pupils.

At the start of September 2016 there were 25 Year 7 pupils who came in at below a Level 4 in English and registered a Reading Age of below 9 years and 6 months. These pupils were placed onto the Read, Write Inc. Fresh Start programme and tested on their phonics knowledge. The phonics test is out of 300, with a score of 295 being the benchmark for a return back to a normal timetable. Pupils were tested on the phonics they had learned in RWI at the end of each term with 100% of pupils showing progress every time they were tested.

At the end of the Autumn term, 12 of the pupils had registered a score of 295+ in their phonics test and were sent back to a normal timetable. By the end of the year, another 6 pupils had graduated from the program and were sent back to all lessons knowing that they could access any texts given to them across the school.

Summary of intended spending 2017-18

Table 4: Breakdown of allocation for 2017-2018

Intervention / Strategies	Allocated Budget £
<u>Read, Write, Inc. package including reading books</u> Supplementary training and all required resources.	25,556
<u>Whole School Numeracy Coordinator</u> Targeted intervention from Head of Maths and 6 th Formers during registration time. Numeracy resources.	