



Saltley Academy: Pupil Premium and Year 7 'Catch Up' funding :

Review (2016-7) and Plan (2017-8).

1) Pupil Premium

Context:

Of the present student body of 1054 young people within the Academy, 55% are eligible for 'Pupil Premium' funding. These students are referred to in this document as 'PP students', whereas non-eligible students are referred to 'non-PP students'. This figure is lower than in previous years, with only 43% of the new Year 7 eligible.

In 2015-6, the Academy received £ **583,323** in Pupil Premium funding.

In 2016-7, the Academy will be receiving: £ 567,078.

How was funding used and what was the impact?

The staffing element was used to support additional staffing in English and Maths, learning mentors to support academic achievement and house managers to support behaviour and well-being. The same positions are being funded this year (see financial breakdown in 2016-7 section).

Impact:

Overall achievement of Year 11 PP students:

PP students in Year 2015-6 made above the average progress for all students nationally. Their progress is very similar to that of the non-PP students.

Their Attainment 8 measure is above the national average for all and very close to that of non-PP students.

The focus of investment in 2015-6 was, as planned, in developing literacy and numeracy and the impact has been reflected in the improvement in both attainment and progress for PP students in both English and Mathematics. Progress in English needs to be raised above the national average.

PP students achieved 57% A*-C in English and Maths. While progress measures are virtually identical for students eligible for PP and those not, there is a gap in attainment of 12% for English and Maths A*-C: last year the gap was 4.81%. Therefore, with the mentoring team funded via Pupil Premium, it is essential that students at risk of underachievement in this cohort in Year 11 are targeted as well as continuing with strategies to accelerate progress earlier in their school career (reflected in the plan for future spending below). It is important to note that the number of students who achieved a C in either English or Maths but a D in the other was more pronounced for PP students (13% with English and not Maths; 9% with Maths not English; for non-PP students these rates were 2% and 4%). It should also be noted that, while this is an issue we must pursue rigorously, the gap between PP and

non-PP is less pronounced than nationally: the average Attainment 8 score per disadvantaged pupil nationally is 39.0 compared to 52.0 for other pupils, a gap of 13.0 points. On Progress 8 nationally, disadvantaged pupils have a score of -0.40, compared to other pupils' score of 0.12. Whereas, our PP students match the national average for non-PP students in Achievement 8 and exceed significantly the Progress 8 nationally for all students and for both PP and non-PP in isolation. The gap between our PP and non-PP in Progress 8 is 0.06 and therefore practically zero (compared to a 0.52 gap nationally last year) and the gap on Attainment 8 at Saltley is 6.02, significantly smaller than the 13 point gap nationally in 2015. The similarity between both progress and attainment in English of PP and non-PP students should be noted in terms of the effective use of PP funding. The results of two subjects with a strong focus on literacy, History and RE, also showed very similar attainment and progress results for PP and non-PP students. There was a 5% gap between PP and non-PP students in Maths, with very similar progress levels.

The progress of high-attaining on entry PP students is also above the national average.

Impact of the mentors (funded by PP):

100 of the 134 students mentored were PP students.

Impact on attainment: from when the mentoring process began, the overall school %A*-C for English improved by 9.2%; for mentored students that was an average improvement of 13.6%; for Maths the overall improvement was 35.5%, the mentored average was 44.7%.

Other year groups (RAG rated):

Y11 2016-2017

PP and NPP Progress 8 (P8) scores are equivalent but Achievement 8 (A8) is slightly lower for PP

PP High Attainers (HAs) P8 is below other P8 scores, but this is less pronounced for PP HAs males

Y10 2016-2017

PP and Non-PP P8 are equivalent, but PP A8 slightly lower

Y9 2016-2017

PP progress is slightly better than NPP, but A8 is 0.21 of a grade below.

Y8 2016-2017

Differences in PP and NPP average current step, is insignificant in all subjects, although NPP have an average over 0.1 of a step higher than PP in Maths.

Behaviour: The evidence of data, observations and reviews clearly concludes that the behaviour of all students has improved over the last year and that this includes the behaviour of Pupil Premium students. Judging that impact on the behaviour of students in the first half of the Autumn term 2016

reveals significant successes and clear targets for development. However, a disproportionate number of our fixed term exclusions are PP male students, which is an area for focus as funding continues to be targeted at this area.

Year	Achievement Points		Behaviour Points		Net Points	
	Non PP	PP	Non PP	PP	Non PP	PP
7 (43%)	16579	13523	1859	2010	14720	11513
8 (53%)	15170	17854	3819	5393	11351	12461
9 (61%)	11187	16692	2755	7204	8432	9488
10 (63%)	8252	15117	2975	6583	5277	8534
11 (56%)	8094	9941	1558	2368	6536	7573
Total	59282	73127	12966	23558	46316	49569

The bracketed percentages are the numbers of PP pupils for each year, the whole school 55%

The justification for analysing the achievement and behaviour data as points rather than as detentions or On Calls, is that the behaviour points will take into account all negative incidents, inclusive of C1 and C2s. This is an important factor as it gives a clearer indication of behaviour from low level disruption that has not warranted a detention through detentions to internal exclusion.

The data shows that in all years but Year 7, Pupil Premium students are rewarded more than non - Pupil Premium students: this is in line with the percentage of Pupil Premium students in that year group being the lowest at 43%. However, it is pleasing that there is a positive difference in the amount of rewards and achievements this cohort are receiving at the whole school level.

Data shows that issues relating to PP students are now not serious enough to lead to detentions, but are reflected more in the recent development of monitoring low-level disruption.

The trends for negative Behaviour Points, however, are not as positive as Achievement Points. Nearly twice as many negative instances are attributed to Pupil Premium students, which is not in line with the amount of students who are Pupil Premium at 55%. The most significant differences are in Years 9 and 10. The year 10 cohort have been a whole school focus for the last two years, and although improvements can be seen in other areas, further improvements, especially for Pupil Premium students, need to be addressed. The same is true for Year 9 students, who have the greatest difference. This is significant as this trend is not visible in the detention, On Calls or Exclusion statistics. This suggests that the major contributing factor to this difference is low level disruption during lesson time.

The staffing spend was £536,039.

The new Key Stage Three assessment and learning resource 'Doddle' was half-funded from Pupil Premium funding: £7,500, which funds the first three years.

SMSC Development: The 'Saltley Guarantee' of enrichment experiences has been run and funding has enabled Pupil Premium students to fully participate. Each activity is reviewed thoroughly to ensure the desired impact. Funding was also allocated to Creative Learning projects, including numeracy events: £28,704. This included the Year 8 Shakespeare project (see <http://www.stanscafe.co.uk/project-saltley-the-tempest.html>)

Reading: Continued investment in our 'Book Club' programme (resources) and Accelerated Reader for all years except Year 7 (funded by catch-up money): £2240 and £710. In response to on-going need to promote progress in literacy, 'Book Club' is to be expanded in 2017. Funding allocated for resources for this from Pupil Premium funding: £8,130.

Looked After Students:

There were five looked after students in the Academy in this time period. Funding for these students has provided: home tutoring via Winchmore tutors; support in attending trips; text books and for one student a laptop for use out of school.

How will funding be used 2016-7?

Pupil Premium staffing spend will total: £541,454, which will be allocated as follows, with the strategic aim of focussing on continued improvement in terms of examination outcomes. This allocation of staff reflects how money was allocated in 2015-6, plus pay increases.

The support of the mentors will be maintained: £143,377.

The support of House Managers will be maintained: £222,764.

Both these groups of colleagues support Looked After Children.

Staffing in English, Maths and Science will be maintained: £175,313.

Pupil Premium Supplies and Services spend will total: £25,624.

The strategic aims of the literacy strategy will be to continue, with a particular emphasis on reading and vocabulary, through the expansion of our 'book club' reading activity. This will be funded from money from the previous year, to be spend in the summer term 2017 (£8,103 from previous year's allocation).

We will subsidise the purchasing of EAL dictionaries for those students, so that their contribution will be the same as non-EAL students to the cost of: £180

We will continue to support the experiences and learning of students, but with a focus on the enrichment of the curriculum through our creative partnerships work (outlined in a creative learning plan), to include specific support of the numeracy across the curriculum strategy: £6,454. The major project for this will be to ensure all Pupil Premium students in Year 8 participate in the school production of 'A Midsummer Night's Dream', including performing in Stratford upon Avon: a further £7990.

We will continue to support students' range of experiences, as outlined in the Spiritual, Moral, Social and Cultural Development Policy and in particular the Saltley Guarantee: £5,000.

We will support Pupil Premium students' achievement in GCSE subjects through the provision of additional resources, with particular reference to the new GCSE syllabi: £6,000.

2) Year 7 Catch-up Funding:

Please note: Year 7 funding is received in line with the financial year, not the academic year. Therefore the plan for 2017-8 is for the first six months of that period.

Context:

Analysis of Key Stage Two data for Year 7 cohort of 2016:

	Grammar, Punctuation and Spelling	Reading	Maths	Writing	Reading, writing and maths
Reaching expected level	62% (72%)	45% (66%)	50% (70%)	62% (74%)	35% (53%)
Reaching a high standard/Working at greater depth	16% (23%)	8% (19%)	13% (17%)	3% (15%)	2% (5%)
Boys					
Reaching expected level (boys) ¹	57% (67%)	40% (62%)	53% (70%)	58% (68%)	34%
Reaching expected level (girls) ²	67% (78%)	50% (70%)	44% (70%)	60% (81%)	37%
PP					
Reaching expected level (PP) ³	58%	33%	43%	60%	22%
Reaching expected level (NPP) ⁴	65%	55%	55%	63%	46%

1 There are 111 boys (53%)

2 There are 99 girls (47%)

3 There are 90 pupils on PP (43%)

4 There are 120 pupils on NPP (57%)

- The Y7 PA is significantly below national outcomes.
- Reading and Maths outcomes are particularly low. The outcomes vindicate the expansion of Book Club, and the emphasis on literacy and numeracy strategies.
- Boys are approximately 10% below girls in all areas, apart from writing.
- PP pupils are well below NPP in all areas apart from writing
- 27 pupils have a scaled score below 90, for reading
- 14 pupils have a scaled score below 90, for Maths
- 14 pupils have an average reading/Maths scaled score below 90; of these 9 pupils have a score below 90 in both components
- 15 pupils have a scaled score above 110, for reading
- 24 pupils have a scaled score above 110, for Maths
- 18 pupils have an average reading/Maths scaled score above 110; of these 11 pupils have a score above 110 in both components
- Boys are approximately 10% below girls in all areas, apart from writing.
- PP pupils are well below NPP in all areas apart from writing

- There are 7 PP pupils above 110 for reading, 3 above 110 in Maths, and 2 above 110 in both components

Impact:

Present Year 7:

English: There are 84 students with reading outcomes at Key Stage Two below the national expectation, 27 are in the transitional Doddle step and so are yet to 'catch up', whereas 57 have caught up with those students who arrived at the national standard, with a score of between 100-105. Also, there are 11 pupils who were below the standard assessed at Key Stage Two but who have also caught up with those at the national standard (again, in the 100-105 score cohort). 6 students below the levels assessed in the SATs are on the Doddle transition step.

Mathematics: Of 79 students who came into Year 7 with Maths outcomes below the national standard, 42 are still on the Doddle transition step, whereas 37 have caught up with those students who arrived at the national standard, with a score of between 100-105. Also, there is 1 student who was below the standard assessed at Key Stage Two but who have also caught up with those at the national standard (again, in the 100-105 score cohort). 6 students below the levels assessed in the SATs are on the Doddle transition step.

2016-7:

Amount received: £27,500

The Year 7 aspect of Doddle (£7,500) was funded from this. This funds three years.

Year 7 share of TLR responsibility for KS3 English and Maths; Reading Co-ordinator: £8,530.

Literacy:

The Year 7 portion of 'Accelerated Reader': £710

The Year 7 element of continuing to resource 'Book Club': £560

Specific teaching and learning resources (English): £4000 (includes: activity books; class readers; mini-whiteboards).

Mathematics:

Specific teaching and learning resources (Mathematics): £4000 (as above, minus class readers).

Year 7 'Maths Olympics': £500.

Learning software: £1500.

Junior Maths Challenge: £200.

2017-8:

Amount to be received: £27,632

Staffing costs of £8,500 will continue.

The Academy is embedding its Literacy Strategy and a decision has been made to change the Academy day to allow more time for reading and literacy activities.

The Year Seven Section of this will be funded by £3,000 from Year 7 money.

The Maths Olympics (£500), Maths Challenge (£200) and learning support software for Maths (£1500) will continue.

The remaining £13,932 will be aimed at supporting those students arriving in September 2017. Plans for the use of the money will be specifically made at that point.