



KING EDWARD VI  
SHELDON HEATH ACADEMY

## **PUPIL PREMIUM – STATUTORY INFORMATION**

**Pupil premium is additional funding provided by the Department for Education to enhance the education of the most socio-economically deprived students**

The Pupil Premium (PP) is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is currently paid to schools according to the number of pupils who have been:

- registered as eligible for free school meals at any point in the last 6 years;
- in care for 6 months or longer.

The Academy uses Pupil Premium funding to ensure that disadvantaged students are further supported to experience success, gain confidence, develop independence, realise potential and be prepared for the opportunities, responsibilities and experiences of adult life. Systems and practices in place reflect the Academy's strong commitment to tackling whatever individual problems a student may be facing.

The Academy is committed to spending money wisely and in the best interests of all its students. The Academy uses FSM entitlement as a criterion for making additional provision, however at times PP funding is pooled with other funding to ensure that:

- Students with FSM are not singled out.
- Students identified as disadvantaged through the Academy's assessment are equally supported.

For more details on the Pupil Premium, please visit:

<https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

To find out more information on whether you are eligible for Free School Meals please visit:

<https://www.gov.uk/apply-free-school-meals>

## **PUPIL PREMIUM REPORT 2016/17**

The amount of Pupil Premium allocated to KESH Academy during the 2015-16 financial year was £568,000. The amount estimated to be received in 2016-17 is £484,000.

The Pupil Premium has been spent in an integrated way to ensure that entitled students make good progress and exhibit high levels of engagement by ensuring they receive good quality teaching, appropriate support, access to resources and activities beyond their curriculum. Attainment is monitored carefully to ensure students are making progress towards their aspiration grades and levels.

Where appropriate, support is provided to remove barriers to learning. For example, support with reading, strategies to improve attendance or additional classes. The funding has also contributed to establishing a reading programme in years 7 and 8, additional staffing support in maths and English and additional lessons in these subjects. Entitled students also access all out of hours opportunities at no, or minimal additional cost and receive free music lessons, equipment and clothing as appropriate.

All tracking systems at the Academy identify students entitled to the Pupil Premium support. This ensures dialogue, planning and bespoke support to work towards closing the achievement gap. Strategies to close the achievement gap focus into three areas; raising aspirations, improving confidence/self-esteem and improving academic achievement. These initiatives, whilst being aimed at students for whom the Pupil Premium Funding provides additional support, also have a direct impact on all students.

The impact in educational attainment arising from expenditure of the previous financial year's Pupil Premium has been demonstrable with improvements in reading, writing and attendance. Our latest set of exam results are our best ever in terms of narrowing the achievement gap and in-Academy variation beginning to favour students for whom the Pupil Premium is providing additional support, thus demonstrating the impact of our work in this area. Furthermore, when compared with students nationally, the achievement gap is gradually reducing over time; for some indicators there is no achievement gap. It is worth noting that examination performance in 2015 demonstrated that some of the indicators relating to students' progress from their starting points (expected progress in English, mathematics, Value Added and progress 8) clearly show that disadvantaged students at the Academy achieve significantly better than their peers, whether at the Academy or nationally. Most importantly, this progress is secured whilst a more aspirational curriculum is in place for all disadvantaged students; all students have access to the EBacc suite of subjects and most follow this provision.

The thorough analysis of tracking data in place ensures that improvements are sustained and thus clearly indicates that the Pupil Premium has been spent effectively. Furthermore, this data analysis has allowed for planning on how to most effectively spend the Pupil Premium allocated for 2016-17:

- Maintain high level of targeted support to all students with this entitlement.
- Continue to remove barriers to education as previously indicated.
- Further support the development of reading and writing.
- Ensure access to all enrichment opportunities to all students with this entitlement.

### Analysis of pupil premium spend

Specifics	Impact/Desired outcome	Cost 2014/15	Cost 2015/16	Cost 2016/17
<b>Student Development and Support</b>				
<p>Closer monitoring of the development of the whole child by investing on resources such as:</p> <ul style="list-style-type: none"> <li>• Non-teaching pastoral managers (x5)</li> <li>• Staff development on data tracking analysis (academic and pastoral)</li> <li>• Personal tutoring</li> <li>• Attendance officer</li> <li>• Home-Academy support worker</li> </ul>	Potential issues (attendance, attainment) are identified early and strategies are in place to address them. Behaviour and attendance are good and outcomes for students for whom the PP funding provides additional support are comparable to those of their peers and with national figures.	£210,000	£230,000	£210,000
Provide financial support with bus passes, shoes, uniform, PE kits, etc.	Remove barriers to learning; students attend school.	£15,000	£15,000	£15,000
Breakfast revision sessions before exams.	Students are supported to improve performance.	£1700	£1,500	£1,500
Access to services aimed at engaging or supporting entitled students, i.e. behaviour support, counselling, mentoring.	Students are actively engaged in their education and are able to achieve.	£36,500	£34,000	£30,000
Participate in programmes aimed at developing students, for example student leadership award.	Students' self-esteem and confidence improve.	£4,000	£2,000	£2,000
Reward students for their achievements.	Students feel valued and appreciated.	£12,000	12,500	12,000
<b>Academic Support</b>				
Lead Practitioners in all core subjects.	Quality CPD ensures that teaching effectively engages all learners.	£50,000	£50,000	£50,000
<p>Ensure access to resources before/after the normal Academy day:</p> <ul style="list-style-type: none"> <li>• Extended library times to ensure access to IT facilities for homework</li> <li>• Breakfast Club</li> <li>• Homework club</li> </ul>	Students have a safe environment to work and access to resources like IT to study, revise, complete their homework, etc.	£6,000	£6,000	£6,000
<p>Provide the staffing capacity in core subjects for:</p> <ul style="list-style-type: none"> <li>• small group work</li> <li>• 1-2-1 support</li> <li>• reduced group size</li> <li>• additional lessons</li> </ul>	Bespoke, personalised support ensures that the attainment gap (5A*-C incl Eng and maths) continues to decrease. The differential in progress 8 also decreases.	£70,000	£70,000	£50,000
<p>Bespoke revision sessions and small group tuition on Saturdays and during holidays.</p> <p>Equip students with free revision guides and other resources.</p>		£22,000	£18,000	£18,000
Raise standards of reading and writing:	Students read widely and write extensively and well. As a result, they can access the	£14,500	£15,000	£10,000

<ul style="list-style-type: none"> <li>through programmes like accelerated reader</li> <li>reading and writing competitions</li> <li>reading mentors</li> <li>library stock</li> <li>providing free books to students</li> </ul>	curriculum fully and achieve well in exams, thus making progress from their starting points.			
<p>Provide a varied curriculum and extend the opportunities for students with FSM.</p> <p>All departments are assisted to enhance their curriculum offer with speakers, visits and other activities.</p>	Embed the belief that all students can achieve – minimum 100% 5 A*-G including English and Maths.	£25,000	£25,000	£10,000
<b>CPD</b>				
Staff CPD to embed assessment for learning, develop strategies for effective feedback.	Students develop a clear understanding of what they need to learn to improve their achievement.	£2,000	£2,000	£2,000
Train 6 <sup>th</sup> form students to become effective peer subject mentors.	Bespoke, effective support for students. All students who participate in the programme made the expected progress in both English and maths.	£1,000	£1,000	£1,000
Support staff in becoming effective mentors for qualifying students.	Close, effective monitoring of students ensures timely actions.	£1,000	£1,000	£1,000
Other bespoke CPD	Raising awareness.	£1,000	£1,000	£1,000
<b>Extra-curricular</b>				
Ensure qualifying students have the same opportunities with their peers (educational visits, trips to Spain or to Auschwitz).	Students have full access to a wide range of personal development opportunities.	£15,000	£15,000	£10,000
Fund/subsidise activities taking place during activities week, or as appropriate, aimed at engaging, rewarding or enriching the experiences of students.		£18,000	£18,000	£10,000
Create and share a “cultural passport”, making students and their families aware of all the free activities taking place around the city during holidays; subsidise participation where a cost is involved.		£1,500	£1,000	£1,000
Increase participation in extracurricular activities, such as sport and peripatetic lessons. All peripatetic music lessons are free of charge.		£15,500	£15,000	£10,000
<b>Raising Aspirations</b>				
<p>Fund events aimed to raise aspirations:</p> <ul style="list-style-type: none"> <li>University and higher education visits</li> <li>Participation to master classes</li> </ul>	Raise aspirations, more students choose to study at 6 <sup>th</sup> form and to apply to university. NEET is very low and corresponds to 1 student in each of the last 3 years.	£5,000	£5,000	£5,000

• Attendance to events like the “Big Bang Fair”				
<b>Other</b>				
Strategies to effectively engage with families, either through one to one meetings or group events.  Sharing information with families.	Work with families to change attitudes to learning and raise student aspirations. An ethos of self-belief.	£3,000	£3,000	£3,000
Motivational activities for groups of students and their families.	Cultivate a culture of self-belief and raise aspirations.	£4,000	£2,000	£2,000
Staff responsible for monitoring the impact of strategies on academic performance, engagement, participation, etc.	Effective monitoring informs impact of strategies in place and if there are further needs.	£20,000	£20,000	£20,000
<b>Careers Education</b>				
A tailored careers education programme is in place that meets the specific needs of students.	Students have realistic aspirations.  Low NEET.	£3,000	£3,000	£3,000
All disadvantaged students to have a one-to-one careers interview and follow up interviews as appropriate with independent careers adviser. Purchase extra time to facilitate this.			£1,500	£1,500
Subsidise participation in national careers events.			£500	£500
<b>Total</b>		<b>£556,700</b>	<b>£545,210</b>	<b>£484,500</b>
<b>PP Funding</b>		£544,050	£568,000	£484,000

The Academy used the student endowment fund to subsidise extra costs to ensure adequate provision for all disadvantaged students.