

**DE LACY ACADEMY  
PUPIL PREMIUM  
GRANT EXPENDITURE  
REPORT 2015/16**

## De Lacy Academy Pupil Premium Grant Expenditure: Report: 2015/16

### BACKGROUND

The Pupil Premium was introduced in April 2011 and is funding specifically targeted at raising achievement and improving outcomes for our more disadvantaged students. The level of funding is based on numbers of students that a school has on roll (in years 7-11) who were eligible for free school meals, who were looked after children or were from families with parents in the Armed Forces. The most recent formula for calculating the Pupil Premium Grant is based on students who have been eligible for Free School Meals at any point in the last 6 years (the 'ever 6' calculation). The funding is ring fenced to ensure that it is spent on the targeted group of pupils.

The Year 7 catch up premium is further additional funding for pupils who have left primary school without achieving the expected level 4 in either reading or Mathematics. This funding is to enable schools to provide catch up and intervention strategies to accelerate progress and ensure that these pupils reach their expected levels for their age group in English and Maths.

At De Lacy we have high aspirations and ambitions for our students and we believe that no individual should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our students are given every chance to realise their full potential. We believe that one of the biggest barriers for students can be poverty of expectation and so are determined to create a climate that does not limit an individual's potential in any way.

At De Lacy we have a significant percentage 38% of disadvantaged pupils and a significantly above average percentage of pupils entering the academy in the lower attainment band, Pupil premium funding is a proportion of our budget and we are committed to ensuring it is spent to maximum effect.

### OBJECTIVES OF PUPIL PREMIUM FUNDING

Our key objective in using the Pupil Premium Grant is to ensure an excellent education and highest expectations for all, regardless of background or barriers to learning. The pupil premium will support improved attainment, raised expectations and readiness for life and learning. As a school we are increasingly successful in ensuring that pupils make good progress, but historically levels of attainment are lower for disadvantaged pupils – this is also a national trend.

The biggest impact on improving outcomes for disadvantaged students remains within the classroom; therefore high quality teaching and learning is prioritised to ensure disadvantaged pupils access excellent teaching and learning every day. The introduction of the Teaching Effectiveness Enhancement Programme, in combination with quality CPD for teaching staff delivered by our AST for Teaching & Learning will further increase our percentage of good and outstanding teachers. In addition through targeted interventions we are working to further eliminate barriers to learning and progress. Many disadvantaged children start school with low attainment on entry and our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. The Education Endowment Foundation & Sutton Trust, Teaching and Learning Toolkit Toolkit summarises research evidence on improving

learning and we have used this to make more informed choices about which interventions will be most effective. To enable this we have introduced a diagnostic approach to our understanding of a individuals barrier/s to learning. At KS3 this is done through the use of a range of national tests, for example, CATS, PASS, YARC and Boxall. With this information we provide targeted interventions which may focus on developing different aspects of literacy, for example the Lit Programme, Fresh Start and tailored phonics programmes. Disadvantaged students who are not making expected rates of progress and those who entered on a Level 5 not exceeding expectation will be specifically targeted to receive additional support. At KS4 the school day and week is extended enabling students to attend an additional 50 minute session delivered by teaching staff Monday to Friday or attendance at Saturday morning sessions. In addition students in Year 11 may be enrolled on the Pet-xi programme which takes place in weekly blocks during school holidays.

Attendance is also an area of concern for some disadvantaged students. To improve their attendance, punctuality and readiness to learn our Attendance Mentor and Head of Student Support Services work on a one to one basis with both students and their families who need additional support in ensuring their child can attend schools regularly and on time.

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NUMBER OF PUPILS AND PUPIL PREMIUM GRANT (PPG) RECEIVED	
Total number of pupils on roll	510
Total number of pupils eligible for PPG	200
Total amount of PPG received	£179,850
Total amount of Catch up funding received	£11,000

NUMBER OF PUPILS BY YEAR GROUP					
	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
NO. ON ROLL	110	101	105	114	80
NO. OF PP	45	41	39	44	31

NATURE OF SUPPORT 2015-16	
Focus on Learning in the curriculum	85%
Focus on social, emotional and behaviour	10%
Focus on enrichment beyond the curriculum	5%

<p><b>Curriculum Focus:</b>  Increase % of students working at age related expectations in reading.  Increase % of students who achieve expected progress by the end of KS4, specifically in English and maths and the key indicator of 5 A-C including English &amp; Maths.  Increase % of students who exceed expected progress in English and maths.  Increase % of more able students who exceed expected progress in all curriculum areas.</p>	

### Key Principles

*We have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.*

**Building Belief** - We will provide a culture where:

- Staff believe in ALL children
- There are “no excuses” made for underperformance
- Staff adopt a “solution-focused” approach to overcoming barriers
- Students are encouraged to believe in themselves

**Improving Day to Day Teaching** - We will continue to ensure that **all** students across the school receive good teaching, with increasing percentages of good and outstanding teaching achieved by:

- Setting high expectations
- Providing high quality CPD combined with the introduction of TEEPS (Teacher Effectiveness Enhancement programme)
- Improving assessment through the use of Doodle skills
- Focus on providing qualitative feedback and completing DIRT (Dedicated Improvement and Reflection Time) through the use of bespoke exercise books
- Delivery of Mastery in Maths for more able students
- Ensuring consistent implementation of Positive Discipline
- Completing a robust system of Quality Assurance at intervals throughout the year

**Analysing Data** - We will ensure that:

- Accurate radar graphs are produced after a data capture which identify areas of underachievement
- All staff are involved in the analysis of data so that they are fully aware of the achievement and underachievement within their own classroom
- Use of diagnostic tests to identify potential and barriers to learning
- Use evidence based research (EEF & Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

**Identification of Pupils** - We will ensure that:

- ALL teaching staff and relevant support staff (e.g. learning mentors) are involved in analysis of data and identification of pupils
- ALL staff are aware of who our disadvantaged students are
- ALL disadvantaged children benefit from the funding, not just those who are underperforming

- Underachievement at all levels is targeted (not just lower attaining pupils)
- Student's individual needs are considered carefully so that we provide support for those students who could be doing "even better if...."

**Individualising support** - "There's no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they're all getting something somewhere."

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing support for parents
  - to support their children's learning within the curriculum
  - to support students through the GCSE process
- Tailoring interventions to the needs of the child

**Increasing learning time** - We will maximise the time children have to "catch up" through:

- Improving attendance and punctuality
- Providing earlier intervention, from Year 7
- Extended learning out of school hours
  - Period 7
  - Saturdays
  - School holidays

**Going the Extra Mile** - In our determination to ensure that ALL students succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis, this is often facilitated through a period of time spent in either the Satellite where staff work one to one or in small groups to provide very specialised support or through Alternative Provision.

#### Funding Priorities

This year our aim is to further increase the percentage of outstanding teaching across the school through quality CPD based around the TEEPS model (Teacher Effectiveness Enhancement Programme) and the use of bespoke exercise books to provide qualitative feedback. We will also maintain our reduced class sizes in core subjects enabling a more personalised approach for individuals within the classroom. Additionally, Year 11 will continue to benefit from an extended school day with specific exam focussed teaching from subject specialists through to holiday sessions with Pet -xi and 1:1 tuition for Maths and English.

#### Record of Pupil Premium Grant spending by item/project 2015/16

Item/Project	Cost	Objective	Outcome
KS3 Student Support Mentor	£7,420	Provide necessary pastoral support and develop positive relationships with parents.	Children's pastoral needs are met.
KS4 Student	£7,420	Provide necessary pastoral	Children's pastoral needs are

Support Mentor		support and develop positive relationships with parents.	met.
2 X KS3 & 4 Learning mentors	£16,872	Deliver targeted intervention to small groups/individuals. Develop self-belief and aspirations.	Increased progress made in subjects. Improved attendance.
KS4 Attendance Mentor	£6,536	Focus on improving attendance at both PA level and those just under 95%. Develop relationships with parents where a focus on attendance is a priority. Visit the homes of poor attendees and collect students when necessary.	Increased attendance.
KS3 Attendance Mentor	£6,536	Focus on improving attendance at both PA level and those just under 95%. Develop relationships with parents where a focus on attendance is a priority. Visit the homes of poor attendees and collect students when necessary.	Increased attendance.
Holiday and weekend revision programme	£2,650	Provide quality education throughout the holidays to enable students to complete additional work or revise in preparation for GCSE examinations.	Improved exam results.
Introduction of TEEPS (Teacher Effectiveness Enhancement Programme)	£1000	Further improve the quality of T&L, students understand the learning process.	Improved engagement and progress in lesson develop understanding of different stages of learning as a transferable skill.
Bespoke exercise books	£1500	Pre-printed books with specific areas designated for feedback and DIRT (Dedicated Improvement and Reflection Tasks) to ensure qualitative feedback is provided.	Quality written feedback is provided that enables students to move their learning forwards and make greater rates of progress.
Additional English staff	£10,463	Significantly reduce class sizes so that: <ul style="list-style-type: none"> <li>• groupings can be more targeted</li> <li>• a more personalised curriculum is delivered</li> <li>• improved marking</li> </ul>	Increase rates of progress in learning.
Additional Mathematics	£10,463	Significantly reduce class sizes so that:	Increase rates of progress in learning.

Staff		<ul style="list-style-type: none"> <li>• groupings can be more targeted</li> <li>• a more personalised curriculum is delivered</li> <li>• improved marking</li> </ul>	
Maths, Science & English intervention HLTA	16,665	Deliver targeted intervention to small groups/individuals. Enable students with specific targets to work in a small group to achieve these. Provide catch-up where students have missed extended periods of learning.	Increase rates of progress in learning.
Maths intervention 1:1	18,240	Specialist intervention teacher working 1:1 to provide highly personalised support.	Increase rates of progress in learning.
Pet-xi	23,850	Intensive programme for GCSE Maths, English and science.	Improved exam results.
CAT, PASS, YARC	1,140	Enable a diagnostic approach to understanding learner needs, so that appropriate/necessary intervention can be delivered.	Student's needs are identified and appropriate interventions are delivered to enable them to make good progress.
4 Heads of Year Allowance for T&L	3,952	Provide necessary pastoral support, mentoring and develop positive relationships with parents.	Children's pastoral needs are met whilst placing a strong emphasis on academic progress.
Year 6 Transition	£200	Enable all students to access the transition programme fully.	Quality transition programme for all students.
Nurture Group HW/AR/ME	£11,418	Provide a safe learning environment and curriculum specifically tailored to the needs of vulnerable KS3 students. Deliver specific literacy programmes based on outcome of diagnostic tests.	Increased student confidence and their skills to interact more fully in both the school and wider community. Accelerate their progress in literacy comprehension or phonics.
Head of family Services	£13,447	Work closely with parents and the community to ensure student's welfare is appropriately safeguarded.	Improved parental engagement with harder to reach parents. Extensive support to safeguard vulnerable students.
Individual Departmental Spending (Personalised resources)	£3,000	Enable departments to resource appropriately to meet specific individual needs of disadvantaged pupils.	Range of resources that support the learning of all students either within the classroom or for homework.
Supporting school visits	£500	Ensure all students are able to access out of school activities	Enrich and develop student's experiences.
Satellite and Outreach provision	£11,902	Deliver targeted intervention/personalised curriculum to small	Increase rates of progress in learning, reduce the number of behaviour incidences. Provide an

		groups/individuals. Enable students with specific targets to work 1:1 to achieve these.	inclusive curriculum.
Hypnotherapy in Schools Programme	£2000	Personalised programme to support the emotional and social well-being of students	Increased engagement and focus in lessons reduce behaviour incidences and/or poor attendance.
Uniform	£500	Ensure all students wear the correct uniform and have access to additional personalised sportswear when applicable.	All students present well and are able to have appropriate sports clothing.

ACHIEVEMENT GAP YEAR 6 (FSM – Non FSM)		
	NOT ACHIEVING LEVEL 4 ENGLISH	NOT ACHIEVING LEVEL 4 MATHS
2011-12 (Yr 11)	-37%	-29%
2012-13 (Yr 10)	-4%	-14%
2013-14 (Yr 9)	-3%	-2%
2014-15 (Yr 8)	0%	-12%
2015-16 (Yr7)	-24%	20%

ACHIEVEMENT GAP YEAR 11 (De Lacy – National FSM )			
	5 A-C inc Eng & Maths	Expected Progress English	Expected Progress Maths
2014-15	+2	+3	+1

ACHIEVEMENT (in house) GAP YEAR 11 (FSM – Whole cohort)			
	5 A-C inc Eng & Maths	Expected Progress English	Expected Progress Maths
2011-12	-15%	-21%	-5%
2012-13	-32%	-20%	-25%
2013-14	-9%	-13%	-22%
2014-15	-45	-17%	-20%

ATTENDANCE & BEHAVIOUR GAP (FSM – Non-FSM)			
	ATTENDANCE	PERSISTENT ABSENCE	FIXED TERM EXCLUSIONS
2011-12	-7.3%	-22.8%	-67.84%
2012-13	-4.9%	-12.5%	-38.93%
2013-14	-2.7%	-2.02%	-1%
2014-15	-2.6%	-5.4%	21.55%



### Catch Up Literacy and Numeracy

Total number of pupils eligible	20
Total amount of Catch up funding received	£11,000
In Year 7 there are 14 students in receipt of either catch up literacy or numeracy funding and 6 students who are in receipt of both.	

### Record of Catch Up Grant spending by item/project 2015/16

Item/Project	Cost	Objective	Outcome
Nurture Group HW/AR/ME	£10,000	Deliver specific literacy programmes based on outcome of diagnostic tests. Provide additional numeracy lessons.	Accelerate their progress in literacy comprehension, phonics & numeracy
Maths & English intervention HLTA	3,000	Deliver targeted intervention to small groups/individuals to enable them to catch up to age related expectations	Accelerate their progress in literacy comprehension, phonics & numeracy
Weekly reading lesson - within curriculum time with English teacher		To support the development of reading comprehension through the use of Accelerated reading and STAR reading tests.	Increased confidence in, and enjoyment of reading. Increased reading age.
Maths link with pyramid primary schools		Improved understanding of skills learnt and terminology used to tackle confusion or relearning for students	Smoother transition within Maths teaching and learning for Year 6 students reducing concerns addressed in the Wasted Years document

### ACHIEVEMENT 2014-15

#### Catch up Literacy and Numeracy

10 students were in receipt of either catch up literacy or numeracy funding.

4 students were in receipt of both.

	COHORT	No of students at L3	No of students less than L3	Expected Progress	Exceeding Expected Progress	Achieved L4 or above
ENG	11	10	1	82%	9%	73%
MATHS	7	7	0	71%	14%	71%