

Pupil Premium Report 2018-2019

The school lead for Pupil Premium is Mrs Lisa Tarsitano, Vice Principal.

Contact: ltarsitano@thomasclarksonacademy.org

About Pupil Premium

Pupil Premium funding was introduced by the Government to help support disadvantaged students by giving schools extra funding to enable them to take the most effective actions to improve outcomes for disadvantaged students. Reducing the gap in performance between students from backgrounds with different levels of wealth is the key function of the pupil premium. To determine who is eligible for pupil premium the government uses Free School Meals (FSM) as an indicator of disadvantage.

Through improving the focus on individual student progress, Thomas Clarkson Academy continues to review its intervention strategies against pupil needs and outcomes. This reflection period and interrogation of data allows us to further develop and embed strategies that have proven to be successful for our students.

Monitoring for impact - Pupil premium strategy review

The Principal, Chair of Local Governing Body & Vice Principal for Pupil Premium (PP) form the PP strategy group. Local Governing Body (LGB) members monitor all aspects of PP including the impact of expenditure. Dates of previous and future meetings are:

2018/2019

- Wednesday 19th September 2018
- Wednesday 5th December 2018
- Wednesday 6th March 2019
- Wednesday 10th July 2019

2019/2020

- Wednesday 16th October 2019
- Wednesday 11th December 2019
- Wednesday 11th March 2020
- Wednesday 8th July 2020

The Vice Principal who leads on PP across the academy attends every calendared LGB meeting and reports on progress. PP remains a standing item on the LGB agenda.

The main barriers to educational achievement at TCA

We have identified the following barriers to educational achievement at Thomas Clarkson Academy for our disadvantaged pupils: attendance, low levels of literacy and numeracy on entry; resilience when facing challenging work in the classroom and in self-study (homework/revision) tasks; content

of reformed GCSE specifications – now across all subjects and low aspirations. These areas remain a key focus of whole school improvement in 2018/2019.

The Ethos behind Pupil Premium Interventions

The purpose of PP funding is to ensure that those students from a less privileged socio-economic background (defined initially by their eligibility for Free School Meals at any time in the last six years) are achieving similar levels of academic progress as non-PP students. The academy is allocated an amount each April by the Education and Skills Funding Agency depending on the number of PP students on-roll as at the January census. It is then up to the Academy to decide where this money is best spent to have the maximum impact on overall student achievement.

We recognise at TCA that whilst academic progress is the end result, our students also need and benefit hugely from activities which enhance their social, emotional and cultural capital. We believe that this holistic approach to producing a well-rounded, responsible citizen is a major part of our responsibilities as an academy before sending our young people out into the world beyond secondary school.

To that end, we spread the PP funding we receive across a spectrum of interventions and activities, based on need, in order to maximise its impact. These focus both on academic progress as well as broadening the longer-term horizons of our students as they journey towards adulthood.

The BWT PP Policy: can be found following the link:

http://www.brookewestontrust.org/_files/1E85831B4373722A2235D9FAEC8D98C8.pdf

A comprehensive review of the impact of pupil premium spending has taken place and expenditure has been aligned to areas of need and where impact can be demonstrated.

TCA's Pupil Premium allocation for 2018-2019

The total Pupil Premium grant for 2018/2019 was £385518. The actual spend for PP support across the academy for 2018-2019 was is £397326. The interventions and support listed below were deemed vitally important for our PP students and as such the Principal supported the difference in income and expenditure from other budgets across the academy as deemed appropriate. See below:

Pupil Premium Predicted Expenditure 2018-2019

	Interventions	Predicted Spend
1.	Attendance	32124
2.	Specialist HLTA small group support	53128
3.	CEIAG support	10984
4.	Session 5 and intervention staff costs	32501
5.	Study and revision workshops, Saturdays and school holidays	24682
6.	ALG curriculum	43168
7.	Enrichment - session 5	4750
8.	Access support - student transport	44297
9.	VP for Outcomes & RSLs	109874
10.	Additional support for EAL students and parents	10304
11.	Sundry Pupil Support	31514
	Total	397326

A number of strategies were put into place to improve student outcomes across the academic year:

Strategy	Review	Continue 2019/20?
1. Attendance	The added capacity in attendance has created some important family links which has developed academy/ family relationships.	Yes – attendance to continue focusing on PP students to ensure attendance moves towards meeting academy targets.
2. Specialist HLTA small group support	Results in Maths show a positive increase as a result of the small group work we were able to offer in Year 11.	Yes – expand upon the small group support across the academy by taking on additional staff

3. CEIAG Support	All PP students were given priority interviews to ensure they made appropriate and aspirational Post 16 applications. PP students were provided with numerous opportunities to visit places of work, universities and industry.	Yes – continue to find opportunities for PP students to visit industry and experience different options for Post 16. Continue to build in CEIAG opportunities during collapsed time, such as ‘Grab a Grade’. Add capacity into this post to further develop opportunities possible across the academy
4. Session 5 and Intervention staff costs	Small group intervention took place across the week, across the academic year. Staff to student ratios were small, which meant students received more attention to help move their learning on quicker	Yes – continue to use data to assign and create the Session 5 timetable. Build in opportunities for other year groups to take part in intervention through tutors during the school day.
5. Study and revision workshops, Saturdays and school holidays	All Year 11 and Year 10 PP students took part in a ‘how to revise’ workshop – positive feedback from the students. An intensive weekend and holiday programme was in place to support revision and examination preparation	Look for different options of delivery for the revision workshops. Continue to run the weekend and holiday sessions as data led throughout the academic year, ensuring that Year 12 and 13 are included.
6. ALG Curriculum	Students made enough progress through Year 7 to be reintegrated into mainstream before the end of Year 7.	Yes – use the KS2 data in July to inform the priority grouping for ALG. Ensure data is reviewed regularly and students move into mainstream as soon as they are able to access it.
7. Enrichment – Session 5	Students were able to take part in various Sports and Arts enrichment clubs as well as took part in a trust ‘bake off’, ‘War Hammer’ clubs and trips to name a few.	Yes – add capacity to ensure a full enrichment curriculum is available for all students during Session 5 time.
8. Access support – student transport	The Waterleas transport continues to help support our most vulnerable students get to and from school safely. Our P5 transport ensures those who are taking part in	Yes – it is important to continue providing transport where possible so that this is not a barrier to learning.

	extracurricular activities are not disadvantaged by transport barriers	
9. VP for Outcomes & RSLs	This team have continued to lead the improvement drive.	Yes – add capacity in this so that we have a separate RSL for each year group. We will copy the Year 11 RSL model across the whole academy so that we have a greater impact quicker.
10. Additional support for EAL students and parents	We have been able to support our EAL students by providing intensive English to help with integration into the mainstream curriculum. This continues to ensure that they meet targets set.	Yes – we seek to continue to add capacity to support our EAL community.
11. Sundry pupil support	We have used this money to ensure all PP students have access to equipment and resources needed to fully access the curriculum.	Yes – we will continue to review each PP need on an individual basis to ensure that our students are not at a disadvantage which will lead to a social or academic barrier.

As a result of the strategies we have been able to put into place with the funding, we have seen a continued improving three year trend of attainment and progress in our Pupil Premium students.

	Attainment 8	Progress 8	4 Basics	5 Basics
2018/2019	35.53	-0.20	39%	22.1%
2017/2018	32.69	-0.28	31.1%	17.6%
2016/2017	32.17	-0.52	27.8%	17.7%

TCA's Pupil Premium allocation for 2019-2020

Early indication shows the amount for 2019-2020, as advised by the ESFA (Education and Skills Funding Agency) is circa £35710.

We intend to continue to spend the funding on academic interventions which improve outcomes for students. Following an internal impact assessment of the 2018-2019 spending, we have budgeted to continue with the intervention 1 to 11 listed above. A detailed breakdown of our planned expenditure for 2019-2020 is available on the TCA website:

<https://www.thomasclarksonacademy.org/attachments/download.asp?file=488&type=pdf>

TCA's Pupil Premium allocation for 2019-2020 – measuring impact

All students' progress is captured and reported at 6 Progress Review (PR) points throughout the academic year (PR1 to PR6). The progress of Pupil premium students' is tracked by the Senior Leadership Team, Key Stage Leaders, Raising Standards Leaders, Heads of Departments and classroom teachers.

A Final Thought

Thomas Clarkson Academy appreciates that many parents do not apply for Free School Meals (FSM) but now, more than ever it can clearly be seen to have educational advantages for individual students for a number of years through their school career. FSM eligibility is more than a meal at lunchtime, and the benefits for those students eligible are now much more, spanning a period of at least six years from the initial allowance. We would encourage all parents who may be eligible for FSM to pursue this support avenue. It could help children considerably whilst they are at school and give them access to many more opportunities. If you are unsure as to the benefits, please do not hesitate to give us a call.