

Pupil Premium Grant - Impact Statement 2016/17

Overview - TKA Pupil Premium Strategy

In April 2011, the Government introduced the Pupil Premium Grant which was additional funding given to schools to support pupils from disadvantaged backgrounds by closing the attainment gap between them and their more affluent peers. Government and National documents now refer to Pupil Premium students as Disadvantaged students. Schools receive a set amount per pupil registered as eligible for free school meals at any point in the last 6 years (known as Ever6 FSM). Further details of this and other disadvantaged qualifying pupils can be found on the GOV.UK website in the document Pupil Premium: Conditions of Grant 2016-17. Schools can decide how to spend the Pupil Premium grant since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. In doing so funding is strategically aimed at tackling significant barriers to learning for Pupil Premium pupils within the school and wider community context. This targets and supports pupils who are or are at risk of being vulnerable in terms of poor attendance to school, disengagement, low aspirations, low self-esteem and confidence, and outcomes that are below expectation

Profile of pupils eligible

The Kingston Academy currently has 74 pupils who are eligible for the Pupil Premium Grant, with 36 in Y7 and 38 in Y8. This is 22.8% of the TKA pupil population, with the national average being 29.2% and the local average being 19.3%.

Determined need

TKA expects to receive a total of £77,700 Pupil Premium Grant funding to support our eligible pupils in the academic year 2016/17. Research from the Education Endowment Foundation (EEF) on the most effective uses of these funds (value for money versus impact) by schools all over the UK informed our plans as to how we utilised this valuable resource.

How the PPG allocation has been spent (up to 30/6/17).

Allocation	Amount	Impact
SEND Intervention Teaching Assistant wages (contribution)	£14,300	Teaching Assistants: 1 month improved progress during compulsory education (EEF)
Educational Psychologist consultancy fees (contribution)	£5,000	Diagnosis of barriers to learning and strategies to overcome barriers for PPG pupils
Reduction in Y8 class sizes	£10,000	Reducing class size: 3 months improved progress during compulsory education (EEF)

PPG Lead (contribution)	£10,000	Leading aspects of the disadvantaged strategy including: raising awareness of disadvantaged cohort; organising subject lead resources; Attendance Intervention Plan ; Feedback and Metacognition; Intervention.
Disadvantaged Mentor Scheme(contribution)	£3,000	Mentoring scheme to implement attendance intervention plans
School trips for PPG pupils including residential trips in UK	£9,827	Raising cultural capital for disadvantaged pupils
International trips	£3,510	Raising cultural capital for disadvantaged pupils
Enrichment activities	£1,178	Outdoor adventure learning: 4 months improved progress during compulsory education (EEF)
Subsidised chromebook lease and IT Equipment	£2881	4 months improved progress during compulsory education (EEF)
Lockers	£1,350	Improved organisation for disadvantaged pupils
Lunches for children from military families	£1,373	Improved rates of concentration for children from military families
Educational resources purchased by subject leads	£6,000	Supporting subject lead strategies to improve disadvantaged progress
Disadvantaged target-setting and intervention (Teaching Assistant wages - contribution)	£2,200	Metacognition and self regulation: 8 months improved progress during compulsory education (EEF)
Curriculum assessments (contribution)	£3,000	Validation of TKA assessment model against national data to improve tracking of PPG pupils
Uniform and PE kit	£460	PPG pupils have correct uniform and are able to participate in PE
Table tennis tables (disadvantaged breakfast club)	£480	Incentivising disadvantaged pupils: improved attendance and levels of concentration
STEM competitions for PPG pupils	£550	Raising cultural capital for disadvantaged pupils
Equipment to aid effective staff feedback	£600	Feedback: 8 months improved progress during compulsory education (EEF)

Online reading package (literacy progression)	£1500	Reading comprehension strategies: 5 months improved progress during compulsory education (EEF)
Support package from Achieving for Children (contribution)	£270	Specialist support for two disadvantaged pupils
Arts award	£230	Arts participation: 2 months improved progress during compulsory education (EEF)
Total	£77,700	

Impact through outcomes

Impact is measured by rates of progress disadvantaged pupils have made from their starting points as determined by the use of FFT benchmarking.

Percentile	Rates of Progress
0 - 20th	Low
20 - 40th	Below average
40 - 50th	Average
50 - 60th	
60 - 80th	Above average
80 - 95th	High
95 - 100th	Very High

1. Y7 Outcomes

Cohort	Average grade	Percentile (national comparison for cohort)
Overall	5.31	83
Disadvantaged	4.72	70
Non-disadvantaged	5.45	84
Higher prior attainers (Disad)	6.11	54
Middle prior attainers (Disad)	4.79	63
Low prior attainers (Disad)	3.78	90

The Y7 overall data indicates that PPG pupils are making above average rates of progress, but their rates of progress are not as high as their non-PPG peers. For the PPG cohort, Higher attainers are making average progress, whilst Middle Attainers are making above average progress. Low attainers are making high rates of progress.

In Math and English, PPG pupils are making average or slightly above average progress, whilst their non-PPG peers are making high rates of progress in both subjects. In Science, rates of progress are high for both PPG and non-PPG pupils.

2. Y8 Outcomes

Cohort	Average grade	Percentile (national comparison for cohort)
Overall	5.41	86
PPG	5.18	91
Non-PPG	5.49	83
Higher prior attainers (Disad)	6.35	80
Middle prior attainers (Disad)	5.04	85
Low prior attainers (Disad)	4.38	95

The Y8 overall data indicates that **disadvantaged pupils are making high rates of progress, which are higher than their non-PPG peers.** Analysis of PPG data by attainment demonstrates that low prior attainers are making very high rates of progress, although high and middle prior attainers are still making high rates of progress.

The data for Y8 PPG pupils demonstrates a very positive picture in terms of rates of progress compared to their peers. In English and Science both PPG and non-PPG pupils are making identical and very high rates of progress. Rates of progress in Maths are better for PPG pupils.

3. Overall outcomes and next steps

In summary, over time **disadvantaged pupils are making above average rates of progress.** In both year groups low prior attaining disadvantaged pupils are making the highest rates of progress, followed by middle prior attainers and then high prior attainers. In the Academy Development and Improvement Plan for the next academic year we will be **targeting high attaining disadvantaged pupils.**