



Pupil Premium Strategy 2017-2018

1. Summary Information					
Name of School	Caradon AP Academy				
Academic Year	2017-18	Total PP Budget	£4675	Date of most recent PP review	Sep 17
Total number of students	28			Date of next PP review	Sep 18

2. Current Attainment	
Entered for 5+ GCSE or Equiv	0
5+ A*-C	27%
5+ A*-C En Ma	73%
5+ A*-G	18%
1+ A*-G	18%
En A*-C	0%
Ma A*-C	72%
Sci A*-C	55%
En A*-G	63%
Ma A*-G	54%
Sci A*-G	18%
En Avg points (adjusted to new scale)	100%
Ma Avg points (adjusted to new scale)	6.6
Sci Avg points (adjusted to new scale)	10.2
En and Ma L1	0
En and Ma L2	27%
Pass in any qualification	73%
Avg points (adjusted to new scale)	18%
Avg points for all achievements (adjusted to new scale)	18%



3. Barriers to Achievement	
Internal Barriers (issues to be addressed in school eg poor literacy skills)	
A	Low self-esteem, perceived level of ability leading to a lower resilience for learning
B	Complex social and emotional needs, emotional dysregulation, hypervigilance, often socially and emotionally below expected levels of development for their age. An inability to recognise and cope with emotions. This means children are very often not calm, alert and ready to learn.
C	Numeracy & Literacy - PP students starting points in numeracy and literacy on arrival are frequently below their peers.
External Barriers	
D	Attendance: PP attendance is typically lower than their mainstream peers
E	Impact of complex social circumstances which often leads to students arriving at school not able to emotionally engage with learning
F	Communication with parents – direct contact parents is often difficult, parents often have a level of anxiety towards schools and outside agencies this a barrier have to overcome to support students and parents effectively.

4. Outcomes		
A	PP will have increased self-esteem, confidence and resilience for learning	Students social and emotional development will lead to increased levels of engagement and therefor progress as evidenced from their THRVE and attainment baselines
B	For pp students to be able to better regulate their emotions in order to engage with their learning leading to improved rates progress	Students will have demonstrated improved social and emotional development as evidenced through THRIVE assessment.
C	Improved rates of progress in numeracy and literacy to be at least in line with non-pp	PP eligible students will make at least as good progress as other students in numeracy and literacy – evidenced via baseline and ½ termly progress data
D	For rates of attendance to be in line with Non-pp students.	PP attendance will be in line or better
E		

5. Planned Expenditure

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of Teaching for all

Desired Outcome	Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	Whole school literacy support, WRI and fresh start TA support/intervention/whole group and individual	Students arriving at CAPA frequently have levels below national expectations in literacy	Baselines on entry to CAPA Regular monitoring and evaluation of numeracy and literacy Delivery to be observed by subject leads GG WRI update day WRI training September 6 staff Appropriate staff training, teachers and TAs	FC	Sept 2018
B	Numeracy catch up support/ maths	Students arriving at CAPA frequently have	Baselines on entry to CAPA	PN	Sept 2018

	tutor /TA intervention	levels below national expectations in literacy	Regular monitoring and evaluation of numeracy and literacy Delivery to observed by subject leads Cover for Maths lead to work with RSL 5 days Maths TA support Appropriate staff training, teachers and TAs		
Total Budgeted Cost 17-18					£9,149
Total Actual Cost 16-17					£13,249 £425
ii. Targeted Support					
Desired Outcome	Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	Whole school group and or individual TIS action plans to support emotional development	Students arriving at CAPA frequently have social and emotional development that is below that expected for their age	Assessment on entry to CAPA followed by regular assessment and evaluation of group/individual action plans. Appropriate staff trained to deliver TIS.	TL/GG/JD/HP	Sept 2018



			Whole school training 5 days cover for TIS training		
B	Weekly learning mentor support	Mentor to give target individual support to remove barriers to learning	Weekly updates with Principal and mentor and targets monitored via IBPs Mentor 3 hours per week all term £30 p/h third party (£15 p/h FSM)	HP/TL/TS	Sept 2018
C	TA support in Maths and English, primary	This will be to reinforce/develop basic numeracy and literacy skills	Targeted support with appropriately trained staff Training available for staff Data tracking, evaluation Maths TA support HLTA English support	PN/FC/JP	Sept 2018
Total Budgeted Cost 17-18					
Mentoring					£3420
Thrive cover					£625
HLTA support English 30%					£5597
Total Actual Cost 16-17					
Mentoring					£1,710
HLTA support English 30%					£5,193

iii. Other Approaches					
Desired Outcome	Action/Approach	What is the evidence and	How will you ensure it is implemented well?	Staff lead	When will you review



		rationale for this choice?			implementation?
A	Outdoor education and outdoor learning to support self-esteem, confidence and resilience	Barriers to learning social skills, resilience, self-esteem frequently low on entry. OE will increase resilience, self-esteem and social/emotional skills	Termly review SLT – Staff £165 per week Mountain bike leaders training for DB £275 Outdoor First Aid training £125 Outdoor learning training for 2 staff £800	DB	Sept 2018
Budgeted Cost for 17-18					£7170
Actual Cost 16-17					£835
Total Budget 17-18 all items					£25,061
Total Cost 16-17 all items					£21,412

6. Review of Expenditure			
i. Quality of Teaching for all			
Desired Outcome	Action/Approach	Estimated impact Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons Learned (and whether you will continue with this approach)
A	Whole school literacy support, WRI and fresh start TA support/interventi	Majority of students with a deficit in RA or SA when compare to age making advances excess of 1 year	

	on/whole group and individual		
B	Numeracy catch up support/ maths tutor /TA intervention	Maths outcomes improving in line with other subjects, improvements at L1 and L2 outcomes	
ii. Targeted Support			
Desired Outcome	Action/Approach	Estimated impact Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons Learned (and whether you will continue with this approach)
A	Whole school group and or individual THRIVE action plans to support emotional development	Staff better able to regulate students emotionally increasing levels of engagement/re-engagement with lessons/ readiness to learn. Thrive assessments showing positive impact on social development	
B	Weekly learning mentor support	Students readiness for learning/engagement levels increased/preparation for re-integration	
C	TA support in Maths and English, primary	Increased rates of progress in RA & SA	
iii. Other Approaches			
Desired Outcome	Action/Approach	Estimated impact Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons Learned (and whether you will continue with this approach)



A	Outdoor education and outdoor learning to support self-esteem, confidence and resilience	Improved self-esteem/resilience/team working/cooperative skills/independence	
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Impact Statement

Outcomes – 3 Year Trend GCSE Results

	August 2015	August 2016	August 2017
Number of students	11	8	11
Entered for 5+ GCSE or Equiv	18%	50%	27%
5+ A*-C	0%	0%	0%
5+ A*-C En Ma	0%	0%	0%
5+ A*-G	18%	25%	27%
1+ A*-G	82%	75%	73%
En A*-C	18%	0%	9%
Ma A*-C	18%	9%	0%
Sci A*-C	9%	0%	0%
En A*-G	73%	75%	55%
Ma A*-G	64%	25%	45%
Sci A*-G	55%	63%	64%
En Avg points (adjusted to new scale)	1.7%	2.6	1.1
Ma Avg points (adjusted to new scale)	1.2	0.6	1.0



Sci Avg points (adjusted to new scale)	0.6	1.1	1.1
En and Ma L1	64%	25%	55%
En and Ma L2	18%	0%	18%
Pass in any qualification	100%	88%	100%
Avg points (adjusted to new scale)	9	7	6.6
Avg points for all achievements (adjusted to new scale)	12	9	10.2