

**Pupil Premium Strategy 2018 / 2019 – written in line with AAC Pupil Premium Policy**

1. Summary Information			
<b>Name of School</b>	Carrick APA		
<b>Academic Year</b>	2018 / 19	<b>Total PP Budget</b>	<b>£9350</b>
<b>Date of most recent PP review - Sep 18</b>			
<b>Total number of students</b>	<b>September 4<sup>th</sup> 2018 - 41</b>		<b>Date of next PP review – December 2018</b>
			To be shared with Governor responsible for Outcomes on 07.09.2018
			To be shared with Full Governing body 21.09.2018

**Table 1 – Year group breakdown of pupils eligible for Pupil Premium Grant [Sept 2018 / 2019]**

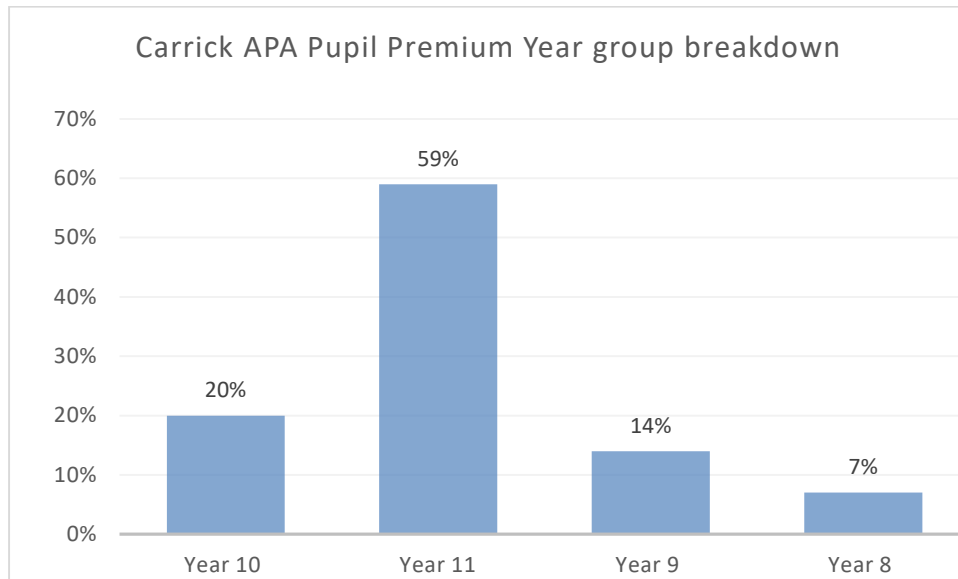
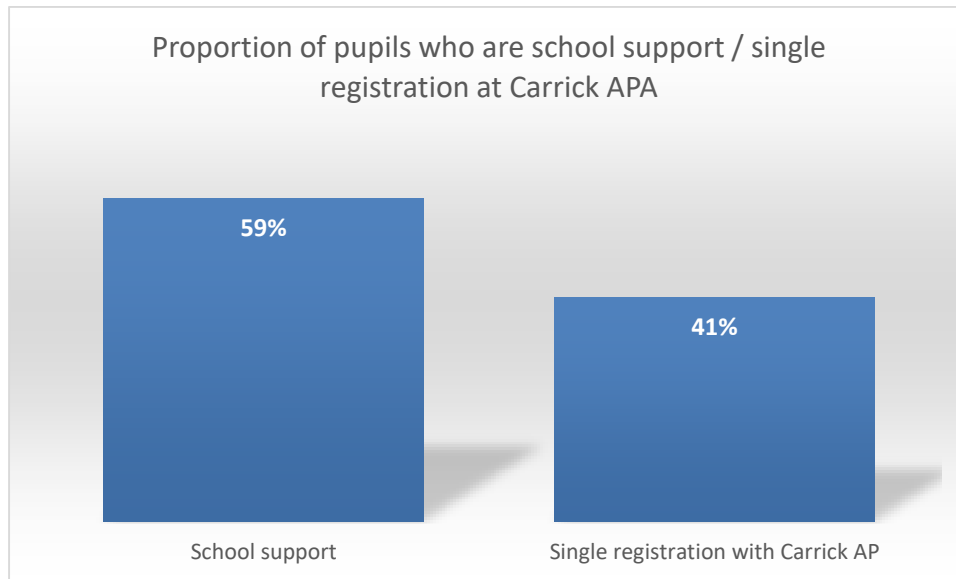
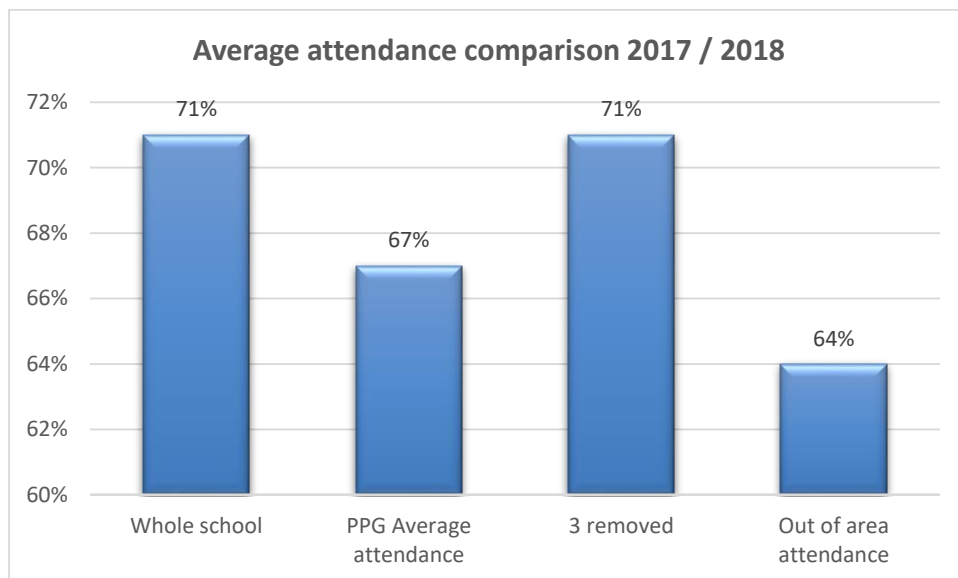


Table 2 – Proportion of pupils eligible for Pupil Premium Grant via enrolment category [Sept 2018 / 2019]



**Table 3 – Average attendance comparison [Sept 2017 / 2018]**



**Context:**

**Total numbers of pupils eligible for Pupil Premium Grant 29 / 41 pupils [Sept 2018 / 2019] 70%**

**Potential % of pupils leaving Carrick APA – 8 / 29 pupils = 28%**

**Potential % of pupils remaining at Carrick APA for the remainder of KS or educational career – 24 / 29 = 83%**

**Proportion of pupils who are Y11 [2018 / 2019] – 17 / 29 = 59%**

**Carrick APA Pupil Premium Allocation of funding: £9350**

**12 or 41% of pupils have been PX'd in their educational career**

**3 or 10% of pupils have been double PX'd in their educational career**

**1. Attainment / External qualifications for Year 11 leavers [2017/ 2018]**

	17 / 18	16 / 17
% Entered for 5+ GCSEs or equiv.	<b>88%</b>	<b>50%</b>
% Achieving a grade any qualification	<b>94%</b>	<b>100%</b>
% 1+ Grades 9 to 1 or equiv.	<b>94%</b>	<b>100%</b>
% 1+ Grades 9 to 4 or equiv.	<b>11%</b>	<b>0%</b>
% 5+ Grades 9 to 1 or equiv.	<b>76%</b>	<b>38%</b>
% 5+ Grades 9 to 1 or equiv. including En and Ma	<b>68%</b>	<b>50%</b>
% 5+ Grades 9 to 4 or equiv.	<b>0%</b>	<b>0%</b>
% 5+ Grades 9 to 1 or equiv. including En and Ma	<b>0%</b>	<b>0%</b>
% Grade 9 to 1 English	<b>82%</b>	<b>93%</b>
% Grade 9 to 1 Maths	<b>64%</b>	<b>71%</b>
% achieving both En and Ma at L1 (including Functional Skills)	<b>88%</b>	<b>93%</b>
% achieving both En and Ma at L2 (including Functional Skills)	<b>0%</b>	<b>0%</b>

**2. Current Attainment (predicted grades out of the Year 11 PP students 2017 / 2018 – 6 students**

% Entered for 5+ GCSEs or equiv.	<b>100%</b>
% Achieving a grade any qualification	<b>100%</b>
% 1+ Grades 9 to 1 or equiv.	<b>100%</b>
% 1+ Grades 9 to 4 or equiv.	<b>17%</b>
% 5+ Grades 9 to 1 or equiv.	<b>0%</b>
% 5+ Grades 9 to 1 or equiv. including En and Ma	<b>0%</b>
% 5+ Grades 9 to 4 or equiv.	<b>0%</b>
% 5+ Grades 9 to 1 or equiv. including En and Ma	<b>0%</b>
% Grade 9 to 1 English	<b>83%</b>
% Grade 9 to 1 Maths	<b>83%</b>
% achieving both En and Ma at L1 (including Functional Skills)	<b>88%</b>
% achieving both En and Ma at L2 (including Functional Skills)	<b>0%</b>

3. Barriers to Achievement	Outcomes
<b>Internal Barriers (issues to be addressed in school eg poor literacy skills)</b>	
<p>A. Lack of engagement [in some subjects.]</p> <p>B. Increased provision to support this vulnerable group of young people.</p>	<ul style="list-style-type: none"> <li>• Planning scrutiny by senior team and Principal each half term to ensure that all subject areas are planning and differentiating to meet the needs of this group in Wave 1 lessons.</li> <li>• Teaching staff to create a Pupil Premium Action plan together to address additional needs in their lessons each term – impact monitored by RB.</li> <li>• SENCo; as part of their role is PP Champion. This involves monitoring progress, learning walks and monitoring the impact of the student support programme.</li> <li>• ‘Ring fence’ a TA going forward to ensure that a be-spoke student support programme is introduced to support this group of young people. PP and PP+ students have the opportunity daily 1:1 support, in addition to their lessons.</li> <li>• Rigorous work scrutiny ongoing to include looking at pupils eligible for PP and PP+ are making the expected progress in all subject areas.</li> <li>• Termly pupil progress meetings carried out by the Principal and VP with additional staff to identify groups or individuals that maybe falling down and</li> </ul>
<b>External Barriers (issues which also require action outside school e.g. attendance)</b>	
<p>C. Attendance – current PP attendance is 80% which, although above MAT expectation is lower than national average at 91.2%</p>	<ul style="list-style-type: none"> <li>• Use of a school tutor to conduct initial phone calls, followed FSM carrying out home visits in order to ascertain why the student is failing to attend and produce a plan to reengage.</li> </ul>

**4. Planned Expenditure**

Teaching for All

i. 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	Review implementation
<b>All:</b> Whole school Literacy intervention, 'Marking for English' across the whole school.		Poor written Literacy skills are often a barrier to learning and pupils avoid Literacy based tasks, in many subjects. To introduce a cross curricular approach to Literacy across the school. All staff to support pupils in reading, writing, speaking and listening skills development.	Fortnightly marking for English to be identified on the termly monitoring timeline. Staff to be provided a marking framework. Review through talking with pupils and gaining their views on the improvement in their ability and confidence. Review with Governors at each PPSG meeting, where appropriate and through termly Governor learning walks.	RB / RT	Review at the end of each half term. <b>No cost.</b>
<b>All:</b> To provide timely and data driven adult intervention to support our young people.		Catch up / 1:1 adult catch up support or intervention to be provided to address gaps in pupils learning	Ring fence non teaching or classroom based HLTAs to deliver subject based recovery programme.	RB / AM / RT	Review at the end of each half term. No cost.
<b>All:</b> Use of SIP to objectively analyse the curriculum offer and provide support and guidance.	Historic benefit to all		To ensure that the school has clearly identified areas to be discussed during SIP time to ensure we are striving for the best provision possible for our students.	RB / KH	Twice a term. <b>Cost: £1800</b>
<b>Total Budgeted cost</b>					<b>£1,800</b>

Targeted support

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	Review implementation
All - Improve rates of progress in Literacy for PP students.	Whole school Literacy intervention. <b>Reading recovery reading scheme</b> purchased for the second year. All staff to have a Literacy based Performance Management target for 2018 / 2019	Poor Literacy skills are often a barrier to learning and pupils avoid Literacy based tasks, in many subjects. To introduce a cross curricular approach to Literacy across the school. All staff to support pupils in reading, writing, speaking and listening skills development.	Identified as part of the School Development Plan. Fortnightly monitoring of Marking for English across all subjects, led by Principal. Reviewed by Governors during Autumn term monitoring learning walk.	RB / RT	Books to be monitored every fortnight and impact shared with PPSG each half term. Review at the end of the half term and the end of the Autumn term. <b>£1800</b>
	Implementation of bespoke curriculum / timetable / support with parental support to ensure all pupils are able to achieve	Qualifications for all subjects that meet the abilities of all students.	Delegation of curriculum responsibility to staff. Clear expectations that the curriculum will meet the interests and needs of all pupils. Continue to strengthen the BTEC and Vocational offer.	Teaching staff / RB	Ongoing - <b>£500</b> for curriculum resourcing where appropriate.
KS4	Personalised learning and social group interventions based on data - through FSM / FSW time allocation	Pupil voice and feedback from staff identify that particular students are routinely struggling in school.	Family Support team to liaise closely with these students' families. Time with FSM and FSW. Improved engagement in lessons. Pupils actively able to manage conflict, build resilience to manage stress.	RB / AM / NH / SB	Weekly meetings - AM / RB / NH / SB to identify students and strategies to support where appropriate. Possibly involve JP to target students as part of PSHE and individual counselling. <b>£500</b>
	Establish a work experience programme for KS4 [predominantly Y11]			RB / AM / NH / SB / KV	Weekly TA deployment to manage, visit and feedback on work experience placements. 100 miles per week travel likely @ £0.4 per mile. <b>£1440</b>
	Introduce a vocational offer for our KS4 students through our partnership work with Truro College			RB / AM	Costing not confirmed - but likely to be around <b>£3300</b> for the Academic year.
<b>Total Budgeted cost</b>					<b>£7,550</b>



## Other Approaches

iii. Other Approaches					
Desired Outcome	Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review implementation
Breakfast	All pupils are entitled to breakfast at school.	Healthy start to the day. Continual AP offer of breakfast for all. More focussed and ready to learn.	All staff, particularly tutors to promote breakfast to individual students who feel would benefit from this service.	RB / AM / Class tutors	Half termly review of breakfast spend and who is routinely taking breakfast or not having breakfast. <b>Cost - None</b>
Opportunities outside the classroom	Ensure that PP students have the same opportunities as the whole school community	Provide a fully inclusive experience for PP students	Ensure off site opportunities are offered to PP students as a priority. Target PP students prior to offering to the rest of the community.	AM / RB / tutors.	Half termly review of PP uptake and participation on off site activities. Cost - None
Attendance	FSW / FSM to work with families and EWO [where appropriate] to implement strategies to remove barriers, real or perceived, preventing Pupil Premium students from attending school. <i>*The Academy has continued to commission EWO support.</i>	<b>High priority to ensure to increase this attendance of Pupil Premium students.</b> PP students attend on average 5% less than non-PP students	Fortnightly Attendance scheduled as part of Safeguarding monitoring, involving AM / NH / SB. TA to be allocated each morning to ensure that follow up phone calls are made to parents / carers of those family's of pupils that have not arrived at school. Tutors to have meetings and structured conversations with pupils causing concern. Continue with awareness of absence on parental newsletters etc.	AM	Review each fortnight - meetings to be recorded. EWO referrals to be made as appropriate, following MAT protocol. <b>Cost - None</b>
Parental engagement	Increase the parental engagement to facilitate support through the work of Family Support Team.	Ensure the Academy continues to foster a culture of mutual listening and support where we can.	Family support team to continue to maintain contact with targeted Pupil Premium parents / carers to ensure the Academy provides support to them in supporting their child's learning.	RB / AM/ NH / SB	Review each fortnight - meetings to be recorded. EWO referrals to be made as appropriate, following MAT protocol. Cost - mileage depending on finding - outcome.
<b>Total Budgeted cost</b>					<b>£0</b>

5. 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)	Cost
Targeted bespoke support for vulnerable group.		Yes, and this will be enhanced during the next academic year.	This is to be continued this year with a HLTA ring faced to deliver a student support 1:1 programme.	0
Use of our SIP to objectively analyse what's on offer and provide support/guidance.		Whole school support has impacted upon all aspects of School life.	Y	1500
Teachers use planning effectively to help pupils learn well.  Teachers feedback well, in line with school policy and pupils use this feedback to improve.  Teacher's develop pupils' reading, writing and communication skills well across the curriculum.		Half termly planning scrutiny – looking at differentiation and meeting pupils needs.  Expectation that books / folders will be scrutinised by Principal, Leaders, RSL's and Governors. [Focusing on pupil commitment to improving their work, responses to marking and dialogue with teaching staff.]  Opportunities for marking for English across the curriculum and the development. This is to be monitored every two weeks.	Continue	0
The school continues to provide accurate and upto date information to parents / carers and relevant stakeholders.		Information to be shared with parents half termly. For CiC information to be shared at half termly PEP meetings or reviews as best practice.	Continue	0
		PPSG is an opportunity to challenge the Principal over whole school effectiveness. Principal to	Continue	0

Governors continue to hold the Principal and Leaders to account over deployment of adults, disadvantaged pupil progress and value for money.		continue in providing a robust and comprehensive evaluation of the school's effectiveness each half term.		
ii. Targeted Support				
<b>Desired Outcome</b>	<b>Action/Approach</b>	<b>Estimated impact</b> Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	<b>Lessons Learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Use of rewards to promote motivation.		It is felt that this particular means of rewarding students wasn't a success.	Not to be used again – we will consider differing rewards to meet the needs of our students	120.00

## Impact Statement

### Outcomes – 3 Year Trend GCSE Results

	August 2015	August 2016	August 2017	August 2018
Number of students	2	5	4	6
Entered for 5+ GCSE or Equiv	0%	20%	100% (4/4)	100%
5+ A*-C	0%	0%	0% (0/4)	0%
5+ A*-C En Ma	0%	0%	0% (0/4)	0%
5+ A*-G	0%	0%	50% (2/4)	67%
1+ A*-G	50%	100%	100% (23/36)	100%
En A*-C	50%	40%	50% (2/4) 2	17%
Ma A*-C	0%	20%	50% (2/4) 2	0%
Sci A*-C	50%	0%	25% (1/4)	0%
En A*-G	50%	100%	100% (4/4)	67%
Ma A*-G	50%	60%	100% (4/4)	67%
Sci A*-G	50%	80%	100% (4/4)	100%
En Avg points (adjusted to new scale)	2.0	2.7	3	2.6
Ma Avg points (adjusted to new scale)	1.0	1.4	1.5	1.9
Sci Avg points (adjusted to new scale)	2.0	1.6	4	2.3
En and Ma L1	50%	100%	100% (4/4)	67%
En and Ma L2	50%	60%	33% (1/3)	0%
Pass in any qualification	50%	100%	100% (4/4)	100%
Avg points (adjusted to new scale)	1.71	2.32	2.2	2.2
Avg points for all achievements (adjusted to new scale)	1.71	2.67	2.2	2.6

The books, work and learning journey will be reviewed each term as part of the termly monitoring cycle.



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