

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

1. Summary Information			
Name of School	Penwith APA		
Academic Year	2018 / 19	Total PP Budget	£22,000
Date of most recent PP review - Sep 18			
Total number of students	September 4th 2018 - 41		Date of next PP review – December 2018
			To be shared with Governor responsible for Outcomes on 10.9.18
			To be shared with Full Governing body 20.09.2018

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

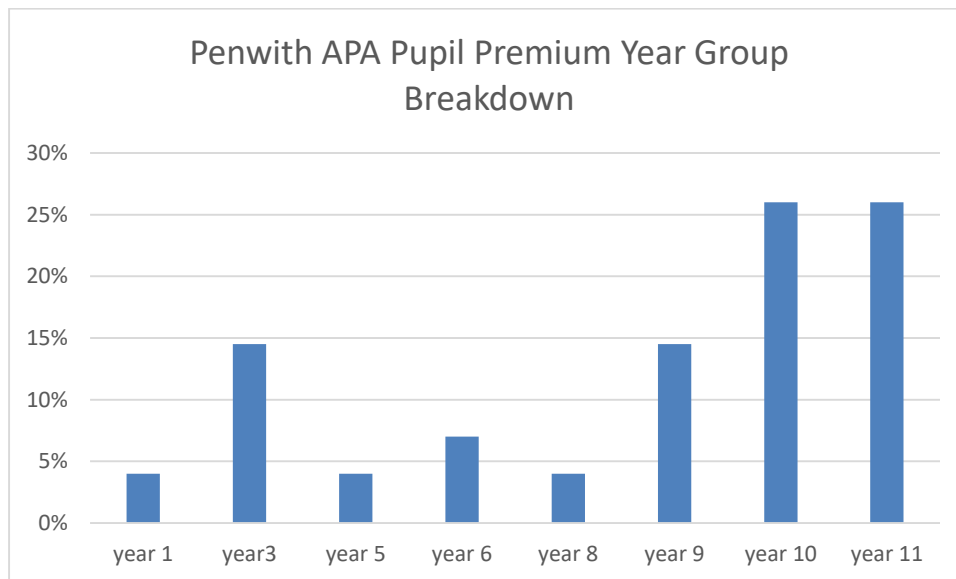


Table 2 – Proportion of pupils eligible for Pupil Premium Grant via enrolment category [Sept 2018 / 2019]

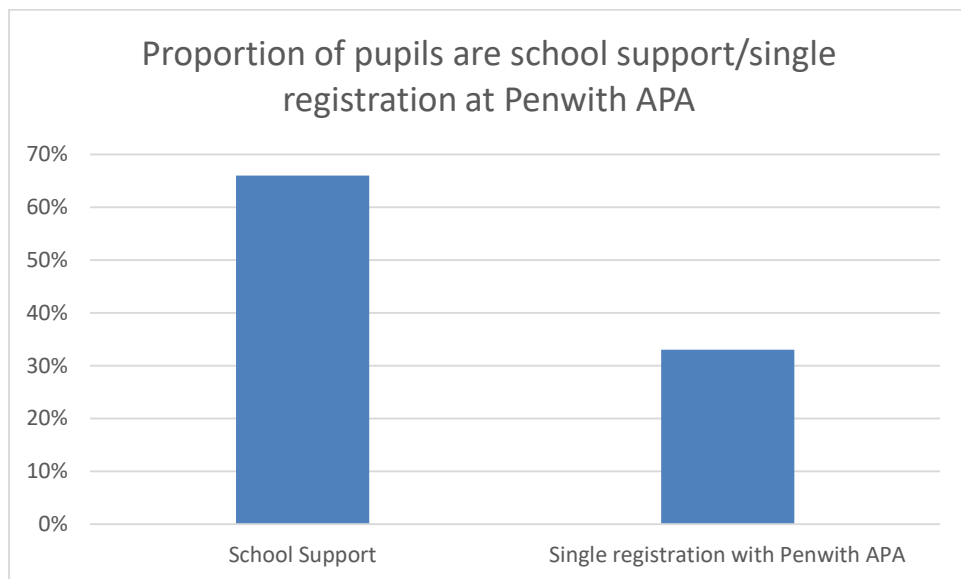
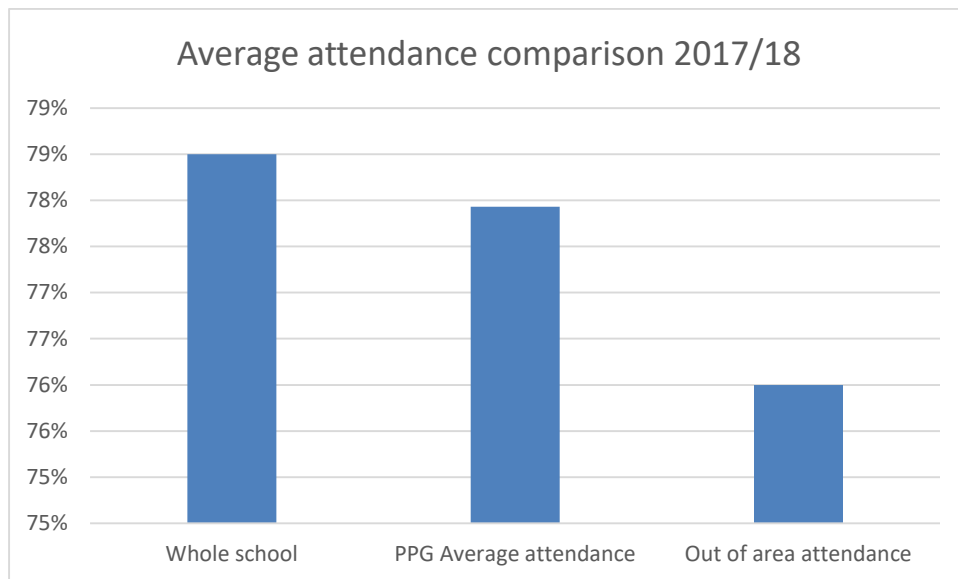


Table 3 – Average attendance comparison [Sept 2017 / 2018]



Context:

Total numbers of pupils eligible for Pupil Premium Grant 27 / 37 pupils [Sept 2018 / 2019] 73%
Potential % of PPG pupils remaining at Penwith APA for the remainder of KS or educational career – 17 / 27 = 63%
Proportion of PPG pupils who are Y11 [2018 / 2019] – 7 / 27 = 26%
Penwith APA Pupil Premium Allocation of funding: £22,000

11 PPG students or 41% of pupils have been PX'd in their educational career
2 or 7% of PPG pupils have been double PX'd in their educational career

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

2017/18	
% Entered for 5+ GCSEs or equiv.	27
% achieving a grade any qualification.	87
% 1+ Grades 9 to 1 or equiv.	80
% 1+ Grades 9 to 4 or equiv.	7
% 5+ Grades 9 to 1 or equiv.	13
% 5+ Grades 9 to 1 or equiv. including English and Maths	13
% 5+ Grades 9 to 4 or equiv.	0
% achieving Grade 9 to 1 English	73
% achieving Grade 9 to 1 Maths	67
% achieving both English and Maths at least L1 (including Functional Skills)	60
% achieving both English and Maths at L2 (including Functional Skills)	0

2. Attainment / External qualifications for Year 11 PPG leavers 2017 / 2018
8 students

2017/18	
% Entered for 5+ GCSEs or equiv.	37.5
% achieving a grade any qualification.	87.5
% 1+ Grades 9 to 1 or equiv.	87.5
% 1+ Grades 9 to 4 or equiv.	0
% 5+ Grades 9 to 1 or equiv.	12.5
% 5+ Grades 9 to 1 or equiv. including English and Maths	12.5
% 5+ Grades 9 to 4 or equiv.	0
% achieving Grade 9 to 1 English	75
% achieving Grade 9 to 1 Maths	75
% achieving both English and Maths at least L1 (including Functional Skills)	62.5
% achieving both English and Maths at L2 (including Functional Skills)	0

3. Barriers to Achievement	Outcomes
Internal Barriers (issues to be addressed in school eg poor literacy skills)	
<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"> • 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. • Teaching staff to create a Pupil Premium Action plan together to address additional needs in their lessons each term – impact monitored by RB. • SENDCO; as part of their role is PP Champion. This involves monitoring progress, learning walks and monitoring the impact of the student support programme. • Allocating FSW 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. • Rigorous work scrutiny ongoing to include looking at pupils eligible for PP and PP+ are making the expected progress in all subject areas. • Termly pupil progress meetings carried out by the Principal and VP with additional staff to identify groups or individuals that maybe falling down and
External Barriers (issues which also require action outside school e.g. attendance)	
<p>C. Attendance – last year PP attendance was 78% which is 1% below the whole school attendance, but below MAT target of 85% (due to impact of bespoke reduced timetables in order to meet SEN) .</p>	<p>Outcomes</p> <ul style="list-style-type: none"> • Use of a school form 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. • Tutor time added to weekly timetable to allow contact time with students to reflect on progress and attendance and identify support

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
<p>All: 'Marking for English' across the whole school. Specialised English TA to oversee reading and Spelling Ages. Dyslexia Champion to be identified and trained. Whole School preparation to achieve Dyslexia Friendly status</p>		<p>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.</p>	<p>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.</p>	<p>CB/PW</p>	<p>Review at the end of each half term. Cost - Teacher/TA/VP time to prepare Dyslexia Friendly Application = 1 hour per week TA/Teacher/VP = £3,120</p>
<p>All: To provide timely and data driven adult intervention to support our young people.</p>		<p>Catch up / 1:1 adult catch up support or intervention to be provided to address gaps in pupils learning</p>	<p>Ring fence specialist English TA who is trained to support high quality English teaching/delivery/reading and spelling age assessments, 1:1 and whole class support</p>	<p>CB/EV/PW</p>	<p>Review at the end of each half term. No cost.</p>
<p>All: Use of SIP to objectively analyse the curriculum offer and provide support and guidance.</p>		<p>Historic benefit to all</p>	<p>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.</p>	<p>CB/EV / KH</p>	<p>Twice a term. Cost: £1800</p>
Total Budgeted cost					£5,850

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, including 'literacy breakfast catch up sessions' for identified students.	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. Ring fence two hours of FSW time daily and allocate a room for him to deliver subject based recovery programme.	CB/PW	Books to be monitored every half-term and impact shared with PPSG each half term. Review at the end of the half term and the end of the Autumn term. £1800
KS4	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 / CB	Ongoing - £500 for curriculum resourcing where appropriate.
	Personalised learning and social group interventions based on data - through FSM / FSW time allocation	Student 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.	CB/EV/SP/JR	Regular meetings - CB/EV/SP/JR to identify students and strategies to support where appropriate.. £500
	Establish a work experience programme for KS4 [predominantly Y11]			CB/EV/SP/JR	Weekly TA/FSW deployment to manage, visit and feedback on work experience placements. 100 miles per week travel likely @ £0.4 per mile. £1440
	Introduce a vocational offer for our KS4 students to gain accreditation for music, art, horse-riding, construction and any other Units of work they engage with at PAPA			CB/EV/JC/EC	Costing not confirmed - but likely to be around £3300 for the Academic year.
Total Budgeted cost					£7,540

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.	CB/EV/ Class tutors	Half termly review of breakfast spend and who is routinely taking breakfast or not having breakfast. Cost - £50 per week
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.	CB/EV / tutors.	Half termly review of PP uptake and participation on off site activities. Cost - Gym/horse-riding/football = £2,000
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>	High priority to ensure to increase this attendance of Pupil Premium students. PP students attend on average 1% less than non-PP students	Fortnightly Attendance scheduled as part of Safeguarding monitoring, involving CB/EV/SR/SP. Daily monitoring attendance follow up phone calls are made to parents / carers of those families 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. FSW or FSM complete home visit for students who are absent and identified as being 'at risk of harm'.	CB/EV/SR/SP	Review each fortnight - meetings to be recorded. EWO referrals to be made as appropriate, following MAT protocol. Cost - None
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.	CB/EV/SR/SP	Review each fortnight - meetings to be recorded. EWO referrals to be made as appropriate, following MAT protocol. Cost - FSW/FSM mileage 500 miles per week @ 40p per mile =
Total Budgeted cost					£9,800

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 Specialist English TA and Family Support Worker ring faced to deliver maths and English student support 1:1 programmes.	FSW 2 hours per day
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 attend relevant courses e.g. PE training courses, staff converted from Thrive to TIS. TIS training for all.		One staff member now trained in mountain biking and bikes/safety equipment bought – identified students have physical outdoor activity at least one morning per week One staff member now trained Surf Lifeguard, wetsuits and boards bought – identified students now have physical outdoor surfing sessions at least one day per week weather permitting. Principal and Vice Principal have converted thrive to Tis practitioner status. Primary staff member has completed 10 day team Tis.	Continue	Cost of Tis for Olaus (supply) Surf course for Steve Mountain bike cost for Ross
Vocational Group set up to specifically target an enriched curriculum/ sessions to our students.		This Vocational group met the needs of the students who attended in the Autumn Term. However, the cohort changed and it was no longer required	Continue to respond to cohort need – re-institute Vocational Group of student need requires it	0
An enriched curriculum is now offered to meet specific student needs		At least an hour of activity every day to include gym, boxing, horse-riding, paddle-boarding, football, basketball and boxing was implemented as part of the timetable. Fixed-term exclusions decreased compared to the previous year. Student academic progress is above average in all subgroups. Student outcomes have improved when compared to last year. Attendance has improved when compared to prior attendance.	Continue and expand	Cost of paddle-boarding/horse-riding/gym/football

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)	Cost
Employment of mentors for both male and female students as part of curriculum offer.		Developing stable, positive and trusting relationships between staff and students has improved outcomes across the board. Student Voice tells us that students feel safe and nurtured and generally like coming to school. Staff feedback supports the allocation of tutors. Identified students to have 1:1 or 2:1 mentor sessions with Hayle Youth Project mentors	To implement a weekly tutor time to strengthen relationships and communication	100 per week = £3,900
Use of the school family support manager.		Family Support Manager and newly appointed Family Support Worker impact evident in communication with families, attendance at meetings, multi-agency preventative work. Penwith had more students than ever before last year, and their attendance compared to prior attendance had improved on average by 8.7% per student	Both FSM and FSW now have a room each to provide a place for 1:1 educational support and emotional support	Family Support Worker 4 hours per day each week
Offer of alternative qualifications to meet the need of our student's e.g. functional skills, First Aid, Food Hygiene etc		Year 10 and 11 successes with Functional Skills, Home cooking skills and vocational skills	We will transfer to offering BTEC level 1 Art and the new edition of Vocational Studies next year to improve curriculum offer and outcomes	Exam Fees for 8 students £250 x 8 = £2,000
Opportunities to try a range of different sports, activities including work experience placements		Several successful work experience placements at the stables/horse-riding and at a local gym.	Our students generally do not have the resilience to manage long-term placements so will offer 4 week placements so they are manageable and successful.	Visits from TA/FSM/FSW to monitor success on-site at placements £100 per week = £3,900

Impact Statement

Outcomes – 3 Year Trend GCSE Results

	AUG 16	AUG 17	AUG 18
Number of students	5	8	8
Entered for 5+ GCSE or Equiv	20%	37.5%	37.5%
5+ A*-C / 9 to 4	0%	0%	0%
5+ A*-C En Ma / 9 to 4	0%	0%	0%
5+ A*-G / 9 to 1	0%	12.5%	12.5%
1+ A*-G / 9 to 1	100%	100%	87.5%
En A*-C / 9 to 4	40%	0%	0%
Ma A*-C / 9 to 4	20%	0%	0%
Sci A*-C / 9 to 4	0%	0%	0%
En A*-G / 9 to 1	100%	75%	75%
Ma A*-G / 9 to 1	60%	37.5%	75%
Sci A*-G / 9 to 1	80%	62.5	50%
En and Ma L1	100%	37.5%	62.5%
En and Ma L2	60%	0%	0%
Pass in any qualification	100%	100%	87.5%

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