

Projected Pupil Premium Grant 2018-19
**Official numbers may be released at a later date*

1. Summary Information					
Name of School	Caradon APA				
Academic Year	2018-19	Total PP Budget		Date of most recent PP review	Sep 18
Total number of students				Date of next PP review	Sep 19

Potential barriers to learning at Caradon AP Academy:

- Our PP pupils typically enter our APA at differing stages of their school life with attainment levels that are significantly below their peers nationally
- Many of our pupils have a range of complex social and emotional needs and are 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.
- Pupils typically enter our APA with low levels of self-esteem, perceived low levels of ability leading to a lower resilience for learning
- Low levels of numeracy and literacy - PP students starting points in numeracy and literacy on arrival are frequently below their peers.
- Historically disengaged from mainstream education upon arrival at APA

The action plan below highlights how staff will address the potential barriers mentioned and gives specific examples of the support offered to the eligible pupils.

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

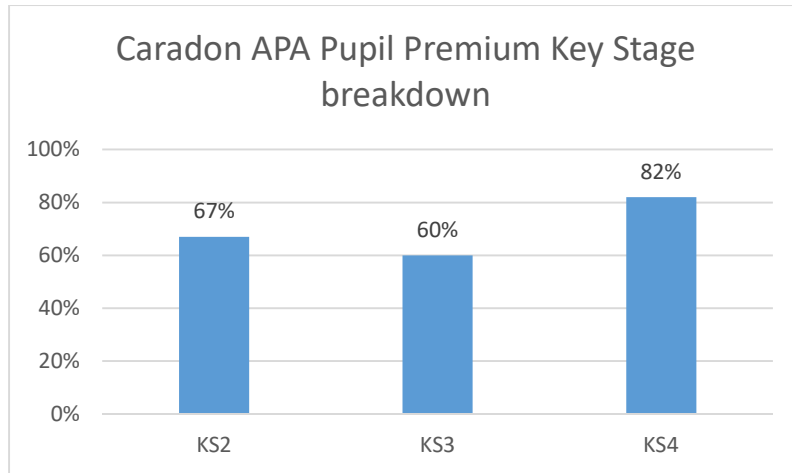


Table 2 – Proportion of pupils eligible for Pupil Premium Grant via enrolment category [Sept 2018 / 2019]

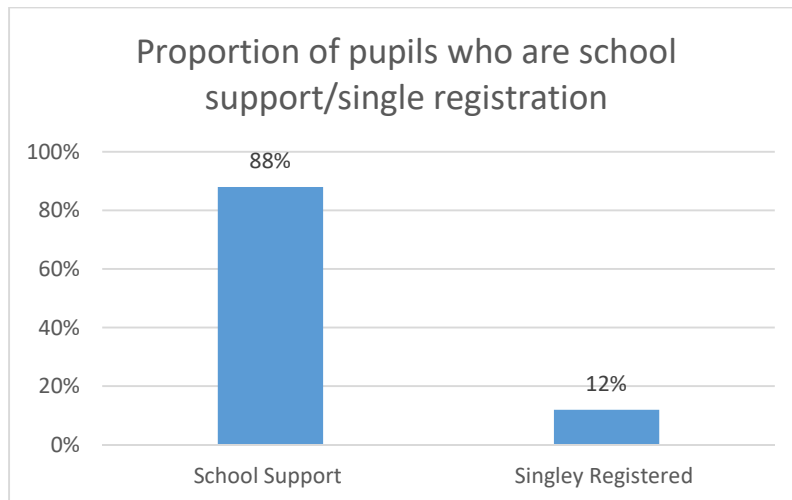
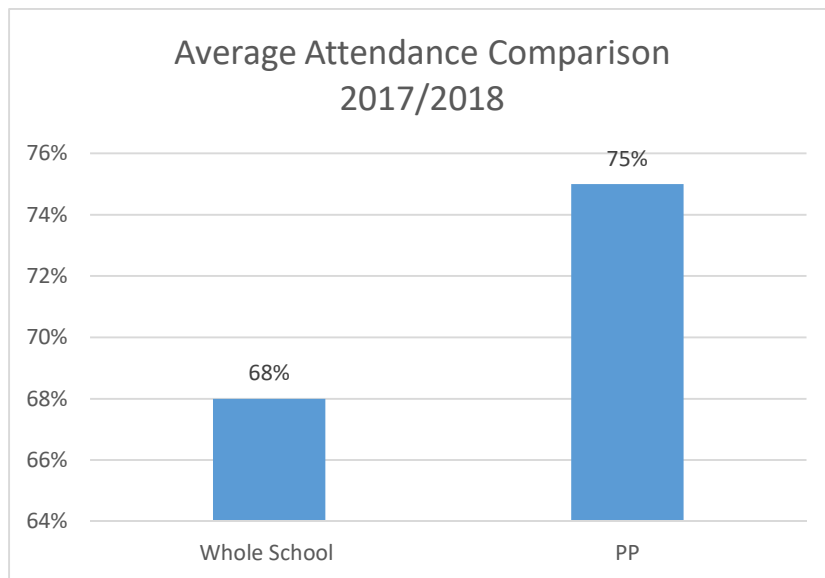


Table 3 – Average attendance comparison [Sept 2017 / 2018]



Attainment/External qualifications for Year 11 leavers 2017/18

	17 / 18	16 / 17
% Entered for 5+ GCSEs or equiv.	27%	27%
% Achieving a grade any qualification	100%	100%
% 1+ Grades 9 to 1 or equiv.	73%	73%
% 1+ Grades 9 to 4 or equiv.	61%	36%
% 5+ Grades 9 to 1 or equiv.	38%	27%
% 5+ Grades 9 to 1 or equiv. including En and Ma	38%	27%
% 5+ Grades 9 to 4 or equiv.	8%	0%
% Grade 9 to 1 English	81%	55%
% Grade 9 to 1 Maths	69%	45%
% achieving both En and Ma at L1 (including Functional Skills)	62%	55%
% achieving both En and Ma at L2 (including Functional Skills)	8%	18%

Action Plan

Objective	Link to SDP	Barriers to Future Attainment	Strategies for Implementation	Resources	Evaluation	
					Evidence Needed	Impact for Pupils & Future Goals (to be completed July 2019)
To improve rates of progress in Literacy for PP students	1.3 1.4 4.4	Low literacy levels are a barrier to learning and often lead to avoidance type behaviours	Whole school approach to literacy support as well as targeted 1 to 1 support	WRI - resources TA trained as dyslexia champion	Baseline data ½ Termly progress data Reading & Spelling data Scrutiny of Work	Increased rates of progress in literacy
To support social, emotional aspects of students learning to enable a readiness to learn	2.3 3.3	SEMH needs of our students often mean students are not ready to learn or feel the need to avoid engaging with learning	To provide opportunities for students to access regular support for SEMH 1 to 1 access to mentoring sessions Interventions in place and form part of support plan through Family support worker	Access to weekly mentoring Training for FSW/FSM Whole staff training TIS	Baseline Boxall profile Motional assessments	Student readiness to learn and levels of engagement increasing over time Students showing progress emotionally
Offer a range of qualifications to meet pupil's needs	1 2 3	Disengagement with some subjects/course types	To provide a wider range of vocational opportunities through our curriculum	Whole school training for staff delivering vocational	Vocational studies outcomes/verifications/moderations	Increased levels of engagement – and improving outcomes for vocational studies



	Multi Academy Trust		studies and purchase associated resources		
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Impact Statement

Outcomes – 3 Year Trend GCSE Results

	August 2015	August 2016	August 2017	August 2018
Number of students	11	8	11	14
Entered for 5+ GCSE or Equiv	18%	50%	27%	54%
5+ A*-C	0%	0%	0%	0%
5+ A*-C En Ma	0%	0%	0%	0%
5+ A*-G	18%	25%	27%	38%
1+ A*-G	82%	75%	73%	92%
En A*-C	18%	0%	9%	7%
Ma A*-C	18%	9%	0%	14%
Sci A*-C	9%	0%	0%	0%
En A*-G	73%	75%	55%	77%
Ma A*-G	64%	25%	45%	69%
Sci A*-G	55%	63%	64%	57%
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%	69%
En and Ma L2	18%	0%	18%	8%
Pass in any qualification	100%	88%	100%	100%
Avg points (adjusted to new scale)	9	7	6.6	
Avg points for all achievements (adjusted to new scale)	12	9	10.2	

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