

Pupil Premium Impact Assessment

Evaluation of Impact, Income and Expenditure 2017- 2018

1. The profile of Disadvantaged students by year group (2017/18)

	Number of students			As percentage of Year group	
	Disadvantaged students	Other students	Total	Disadvantaged students	Other students
Year 7	35	96	131	27%	73%
Year 8	39	96	135	29%	71%
Year 9	36	118	154	23%	77%
Year 10	33	95	128	26%	74%
Year 11	28	107	135	21%	89%
Total	171	512	683	25.03%	74.97%
PP National average (2015):				28.7%	

Source: The Vale Academy

There is consistency in the numbers of Disadvantaged students across the Year groups with close to national average in years 7, 8 and 10. For all year groups the percentage is below the national average figure of 28.7%. Overall, 25.03% of students in Years 7 – 11 are Disadvantaged compared to a national average of 28.7%. RAISE indicates that the percentage of students in our school eligible for Pupil Premium is between the 40th and 60th national percentile. (To be undated January 2018).

2. Ability Profile of Students (2017/18)

Year 11

There are 28 Disadvantaged students out of a total of 135 in the 2017/18 cohort. This is equivalent to 21% of the cohort. In terms of the ability profile of this group compared to other students there are a higher percentage of middle ability disadvantaged students. Lower ability disadvantaged students are in line with the non-disadvantaged students and the year group had few higher ability disadvantaged students.

Ability Band	Other students	Disadvantaged students	Gap
Low ability	11%	11%	0
Middle ability	52%	61%	+9%
High ability	37%	28%	-9%

Source: The Vale Academy

Year 10

There are 33 Disadvantaged students out of a total of 128 in the 2017/18 cohort. This is equivalent to 26% of the cohort. In terms of the ability profile of this group compared to other students there are a higher percentage of lower ability disadvantaged students and a lower percentage of low high ability students.

Ability Band	Other students	Disadvantaged students	Gap
Low ability	12%	22%	+10%
Middle ability	48%	50%	+2%
High ability	40%	28%	-12%

Source: The Vale Academy

Year 9

There are 36 Disadvantaged students out of a total of 154 in the 2017/18 cohort. This is equivalent to 23% of the cohort. In terms of the ability profile of this group compared to other students there are a higher percentage of lower and middle ability disadvantaged students and a lower percentage of high ability students.

Ability Band	Other students	Disadvantaged students	Gap
Low ability	12%	19%	+7%
Middle ability	46%	61%	+15%
High ability	42%	20%	-22%

Source: The Vale Academy

Year 8

There are 39 Disadvantaged students out of a total of 135 in the 2017/18 cohort. This is equivalent to 29% of the cohort. In terms of the ability profile students achieving and average CAT mean of 110+ were identified as being Most Able. Middle ability 86-109 and Low Ability 85 or below. In terms of the ability profile of this group compared to other students there is a significantly higher percentage of lower ability disadvantaged students and a lower percentage of high ability students.

Ability Band	Other students	Disadvantaged students	Gap
High ability	26.59%	13.15%	-13.44%
Middle Ability	67.02%	63.15%	-3.87%
Low Ability	6.38%	23.6%	+17.22%

Year 7

There are 35 Disadvantaged students out of a total of 131 in the 2017/18 cohort. This is equivalent to 27% of the cohort. In terms of the ability profile students achieving and average CAT mean of 110+ were

identified as being Most Able. Middle ability 86-109 and Low Ability 85 or below. . In terms of the ability profile of this group compared to other students there is a significantly higher percentage of lower ability disadvantaged students and a lower percentage of middle ability students. Higher ability students are broadly in line.

Ability Band	Other students	Disadvantaged students	Gap
High ability	16%	18%	+2%
Middle Ability	76%	64%	-12%
Low Ability	8%	18%	+10%

3. Summary of Pupil Premium Grant 2017/18

Amount of Pupil Premium Grant (PPG) Received	
Amount of PPG received 01/09/2017 – 31/08/2018	
Total number of pupils on roll	697
Total number of pupils eligible for pupil premium grant	171
Total amount of PPG received 01/09/2017 – 31/08/2018	£159,885

Identified Barriers:

In school

PP students have, on average, lower reading age levels than non PP students.

PP students are more likely to receive behaviour points than non PP students and/or are more likely to have lower prior attainment.

PP students are less likely to attend educational visits than non-PP students.

PP students are less likely to take part in extra- curricular activities after school because of transport issues.

At home

PP students have, on average, lower attendance than non PP students- they are more likely to be a persistent absentee.

PP students are less likely to have access to wider resources eg revision guides.

PP students are less likely to have ICT access at home.

Rural context limits transport opportunities.

Limited access to services due to rural location.

Record of PPG Spending by item / project (2017/18)				
Item / Project	Cost	Objective	Outcome	RAG Rating Effectiveness
Attendance officer	£4,631	To enable one member of staff to focus on attendance including the delivery of attendance groups and the close monitoring of PP students' attendance. Attendance officer adds capacity to the team enabling other staff to focus on behaviour groups.	All Disadvantaged students' attendance monitored and where concerns are raised students are attending attendance groups.	
VP to work 1 day a week on PP related activities	£16,142	To oversee Disadvantaged progress (academic and social) across all year groups.	Disadvantaged students' academic/emotional welfare is closely monitored and tailored support given.	
Disadvantaged students ½ termly data analysis	£14,431	To enable CL to provide timely and specific intervention for underachieving PP students.	Progress of Disadvantaged students monitored – action points sent to Curriculum Leaders for core subjects for implementation	
Delta Director intervention with PP students	£10,800	To deliver intervention and track PP students in key subjects.	PP students receive 1 to 1 tuition and tracking to ensure accelerated progress is made.	
Poverty Proofing the Academy (North Lincs PP strategy group) – 2017/18	£549	To enable the academy to identify key areas in which changes can be made to support vulnerable students including Disadvantaged students.	TBC	
Disadvantaged Tutors	£9,875	Students receive personalised tutoring based on academic/pastoral needs	All disadvantaged students with poor attendance mentored All most able Disadvantaged students received English Maths and Science mentoring	

Uniform Allowance for student in need	£1,500	To ensure that students have access to the correct uniform.	All Disadvantaged students in full uniform	
Free School Meals	£22,000	To ensure that all Disadvantaged students receive their free lunch	All Disadvantaged students get lunch	
Student service manager to support transition	£3,210	To enable full and timely support and intervention with any identified behavioural and transition issues.	Transition is supported and any issues identified and dealt with swiftly	
Appointment of additional two days of CEIAG support	£9,189	To ensure all Disadvantaged students in Y11 and Y8 receive CEIAG support.	All Y11 students are fully supported with post 16 applications, Y8 Disadvantaged students are supported with options choices.	
Appointment of maths learning mentor	£5,121	To provide small group specialised intervention in Maths.	Attainment of Disadvantaged students is raised	
Seating Planner Software	£350	To enable staff to identify Disadvantaged students easily and gain further additional data to support their planning	Staff aware of Disadvantaged students in their classes and their additional data (SEN/KS" score etc)	
Appointment of English learning mentor	£5,121	To provide small group specialised intervention in English.	Attainment of Disadvantaged students is raised	
Music Tuition	£4,800	To provide peripatetic music lessons for all Disadvantaged students who request them.	Students receive tuition for a range of instruments and participate in extracurricular music activities eg. band, orchestra, choir.	
How to support your child's learning booklets	£600	To provide parents of Y7 and Y11 with full details and information outlining homework and ways to support their child's learning and progress.	All parents received booklets and are now aware of how to support their child's learning	

Reading Support	£720	To provide reading coaching for identified students.	All students to reach their own reading age by the end of Year 9	
Additional support for consumable resources for Disadvantaged students	£4,000	To provide resources for individuals according to need.	Individuals are supported through: provision of equipment, revision guides, payment for educational visits directly linked to courses (eg geography field trip), purchase of uniform where needed and provision of counselling costs.	
ePEP	£6,500	Training for staff and staff time to create individual plans for students including administrator	Students needs are identified	
Cover for revision sessions	£9,500	Half day revision sessions for all Y11 Disadvantaged students prior to all GCSE examinations during study leave period (May-June 2018)		
Additional Maths intervention x28 students supported.	£10,000	Sessions delivered (using time from non-examined subjects). Plus 3 holiday days	Students gain additional time to develop Maths skills	
Additional English intervention	£10,000	3 days during holidays	Students gain additional time to develop English skills	
Additional 1:1 English support for Disadvantaged students	£1,400	1:1 English support to ensure improvement in outcomes		
Additional open option intervention	£6,000	Intervention for students in subjects from the open options	Students graded in open options raised	

1:1 English Intervention for LAC	£5,850	Allow personalised intervention for identified students.	Students to gain additional time to develop literacy skills	
Use of Academy Mini Bus to transport disadvantaged students.	£1,800	Allows disadvantaged students to access after school interventions and extra-curricular activities	Students develop academic and social skills.	
Overview of Impact				
<ul style="list-style-type: none"> All disadvantaged students supported fully with revision materials. School transport allows disadvantaged students to access after school intervention and extra -curricular activities. Disadvantaged students have access to small group and 1:1 interventions. Identified students receive support to improve their attendance. All disadvantaged students receive careers advice and interviews. 				
All staff are aware of the Disadvantaged students within their own classes and the support strategies available to them				
Key Focus areas for 2017/18				
<ul style="list-style-type: none"> Attendance of Disadvantaged students across all year groups Attainment/progress of Disadvantaged students across all year groups to ensure 2017/18 outcomes are maintained 				

Total PPG Received	£159,885
Total PPG Expenditure to August 2018	£ 164,089
PPG Remaining	-£4,204

Disadvantaged Students Strategy 2018-19

VP to work one day per week on PP related activities.	Meeting students Liaising with Curriculum Leaders/Learning Mentors/ Attendance Officer Providing resources from consumables budget Analysis of key performance indicators and progress measures Providing challenge to Curriculum Leaders to ensure PP students' performance is at least in line with the national trends.
All CLs analyse progress data for PP students Y7-11 at 6 points during year.	Timely intervention arranged and provided to ensure that students make good progress
Weekly RAG meetings to focus of PP attainment and progress in Y11.	Timely intervention arranged through the tutor intervention programme and after school education to ensure that students make good progress.
Monitoring of PP students' inclusion at the Academy and welfare needs. PP students discussed at Child Protection supervision meetings and referral thresholds scrutinised.	Inclusion manager to monitor PP students closely and make necessary early help arrangements when appropriate. SLT supervision meetings
Monitoring of PP students' attendance at the Academy.	Attendance support to ensure attendance of PP students is in line with national averages for attendance. Arrangement of PP Academy Advisory Board member's attendance surgeries.

Record of support provided for Y11 disadvantaged students: September 2017 - 2018

Provisional Progress 8 score Disadvantaged Students: +0.44

Provisional Progress 8 Score All Students: +0.56

Subject	Summary	Outcomes
English	English department supported disadvantaged students with the following: intervention programme; targeted support with Learning Mentor; 1 to 1 and small group intervention; provision of revision guides for all Literature texts; revision sessions during Easter and May half term holidays; homework support as needed.	Provisional Progress 8 score for PP students was 0.44 compared to 0.50 for all students.
Maths	Maths department supported disadvantaged students with the following: Tutor intervention offered to PP students; Afterschool intervention offered to PP students; Calculators and revision guides purchased for PP students; Targeted support to PP students through maths learning mentor. Subject maths director worked with PP students on 1:1 basis and in small groups	PP students performing extremely well above all students' average. Provisional Progress 8 score for PP students was 0.94 compared to 0.71 for all students.
Ebacc		
Science	This year we have provided lunch and after school revision sessions with targeted invites for disadvantaged students. Students have been provided with the necessary revision guides from as	

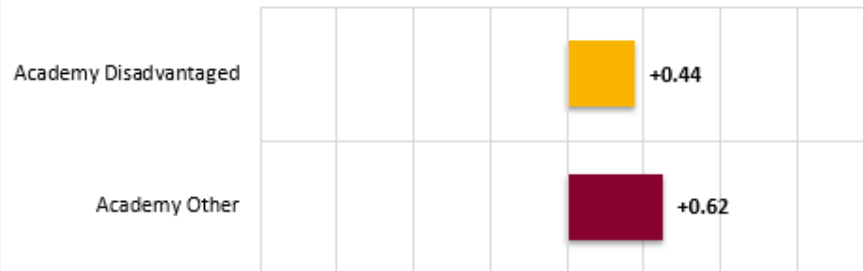
	early as year 10. Multiple twilight sessions and drop down days have supported their revision for the new 9-1 course with a very high proportion of pp students far exceeding their target grades.
ICT/Computer Science	Computing department supported disadvantaged students with the following: KS3 intervention programme KS4 intervention programme Provision of revision guides to all PP students; Excellence Day during Feb half-term
Humanities	The Humanities Faculty supported disadvantaged students with the following: timetabled intervention lessons; targeted lunchtime intervention for History students; intervention exam question calendar for Geography students; extra teacher focus in lesson time; provision of revision guides for all History and Geography topics; revision sessions during May half term holidays and at weekends/after school; homework support as needed. Geography field trip was funded by the academy. Delta Director of Geography had a significant input 1:1 and with small groups in Geography.
MFL	PP students studying a MFL were provided with a revision booklet and vocabulary guides. They also had either small group or individual revision sessions and revision sessions during Easter and May half term holidays; homework support as needed.
Ebacc Provisional Progress 8 score for PP students was 0.94 compared to 0.97 for all students.	
D&T	D&T have supported disadvantaged students through purchasing ingredients for food practicals, purchasing specific materials for graphics and Product design coursework, targeted intervention held during tutorial time, after school and during the Easter holidays.
Art	The Art department has supported pupil premium/disadvantaged students through the loan of art equipment packs to support independent work; additional support resources provided in lesson where needed, targeted support in lessons and where needed during support sessions afterschool (arranged with parents); after school sessions provided 3 nights a week all year, Easter holiday sessions provided; homework support as needed.
Music	The academy provides free instrumental lessons on one or more instruments for all disadvantaged students. They also had one to one intervention. Theory books were purchased for ABRSM exams.

Drama	If LSA support is available, then they are placed in a group where that support can be given. Intervention offered in the Easter holidays. Intervention after school. The theatre trip required for exam preparation paid for by the academy.
PE	All disadvantaged students were purchased a revision guide (GCSE and BTEC), all completed badminton officials (paid course) to improve their practical score, revision cards and booklets were made and an after school master class was put on the week before the exam.

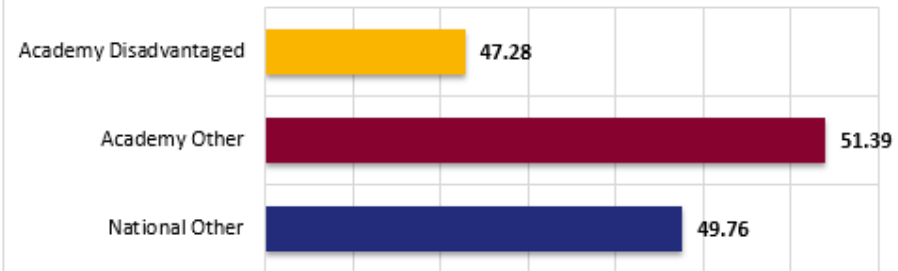
Outcomes

HEADLINE MEASURES

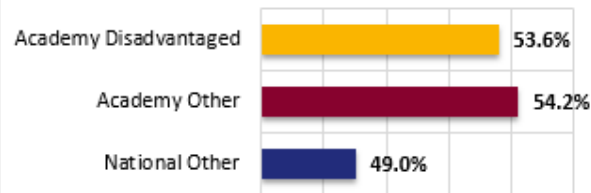
Progress 8 Score



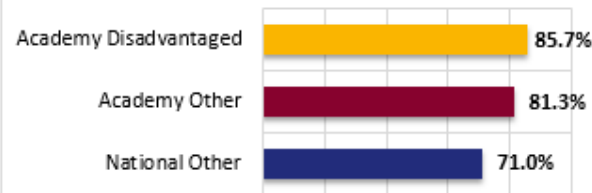
Attainment 8 Score



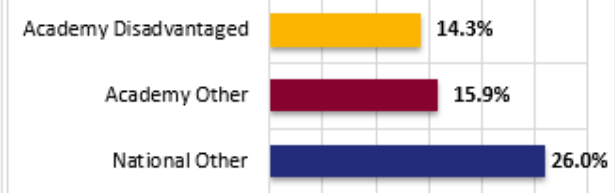
% achieving grade 5 or above in English and maths



% achieving grade 4 or above in English and maths



% achieving the English Baccalaureate at grade 5 or above



QUALIFICATIONS	AVERAGE POINTS SCORE	AVERAGE POINTS SCORE	GAP
	Other Students	Disadvantaged	Average Points
AQA Level 1/Level 2 GCSE (9-1) in English Language	5.2	4.8	-0.4
AQA Level 1/Level 2 GCSE (9-1) in English Literature	4.8	4.6	-0.2
Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Mathematics	5.0	5.0	0
AQA Level 1/Level 2 GCSE (9-1) in Combined Science: Trilogy	4.6	4.2	-0.4
AQA Level 1/Level 2 GCSE (9-1) in Biology	6.9	7.0	0.1
AQA Level 1/Level 2 GCSE (9-1) in Chemistry	6.7	7.0	0.3
AQA Level 1/Level 2 GCSE (9-1) in Physics	6.7	6.8	0.1
OCR Level 1/2 GCSE (9-1) in Computer Science	6.6	4.0	-2.6
AQA Level 1/Level 2 GCSE (9-1) in Geography	4.8	3.6	-1.2
Pearson Edexcel Level 1/Level 2 GCSE (9-1) in History	5.5	4.9	-0.6
AQA Level 1/Level 2 GCSE (9-1) in French	4.6	-	N/A
AQA Level 1/Level 2 GCSE (9-1) in Spanish	5.0	5.0	0
OCR Level 1/2 GCSE (9-1) in Drama	5.5	5.1	-0.4
OCR Level 1/2 GCSE (9-1) in Music	6.0	-	N/A
OCR Level 1/2 GCSE (9-1) in Physical Education	5.0	4.6	-0.4
AQA Level 1/Level 2 GCSE (9-1) in Art and Design (Fine art)	6.6	5.9	-0.6
WJEC Eduqas Level 1/Level 2 GCSE (9-1) in Food Preparation and Nutrition	5.7	4.0	-1.7
AQA Level 1/Level 2 GCSE in Design and Technology: Product Design	4.8	3.3	-1.5
AQA Level 1/Level 2 GCSE in Design and Technology: Textiles Technology	5.5	3.4	-2.1
Pearson BTEC Level 1/Level 2 First Award in Sport	3.6	3.6	0
Pearson BTEC Level 1/Level 2 First Award in Music	5.5	4.2	-1.3
NCFE Level 2 Certificate in Creative Studies: Graphic Design (VRQ)	4.9	-	