

BLACKFRIARS ACADEMY PUPIL PREMIUM REPORT

Developed:

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PUPIL PREMIUM REPORT

What is the Pupil Premium?

The Pupil Premium was introduced in April 2011. The Pupil Premium is additional funding which is allocated to schools and academies on the basis of the number of students who:

- have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM')
- have been looked after continuously for more than six months
- are children of Services personnel

The funding is expected to tackle reducing the attainment gap between the highest and lowest achieving students nationally, social mobility issues and increasing the opportunities for vulnerable students from more disadvantaged backgrounds.

The DfE has given us the freedom to use the pupil Premium as we see fit, based upon our knowledge of our students' needs.

'It is for schools to decide how the Pupil Premium, allocated to school is spent, since they are best placed to assess what additional provision should be made for the individual students within their responsibility'. Source DfE website

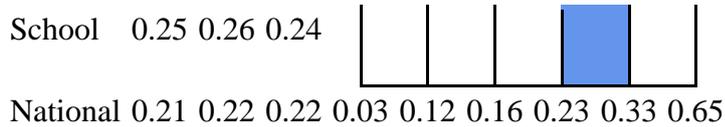
For 2014/15, the decisions that we have made about how to spend the Pupil Premium Grant have been partially based upon the research completed by The Sutton Trust. They concluded that some of the most effective strategies to support disadvantaged students include: effective feedback, meta-cognition and self-regulation, peer tutoring, collaborative learning, behaviour interventions, social and emotional learning and parental involvement. Because of the lack of specificity for a special school setting, we have several interventions that relate to students' disabilities.

Our Academy

Blackfriars Academy (Newcastle) is an 11-16 Generic Special School with around 94 students providing outstanding education for children from several local authorities including

Staffordshire, Stoke on Trent, Shropshire and Cheshire. The number of students registered for Free School Meals (FSM) is 36%, placing us in the highest percentile nationally (Raise online 2014) and in terms of school deprivation, the national indicator demonstrates that Blackfriars is an academy situated in an area of high deprivation.

School deprivation indicator



In the financial year 2013-14 we received £47,700 in total for Pupil Premium. For the current academic year 2014-2015 the school will receive £43,110. This amount is received based upon who is registered for free school meals (34 students), those who are in the care of the local authority (4 students) or (from April 2014) are adopted (1 student) and those whose parents are serving in the armed forces (3 students).

Deployment

At Blackfriars Academy, we are committed to ensuring all our students make the best possible progress. We track the achievement of every child on a regular basis and do all we can to ensure that every child achieves their potential. The Pupil Premium funding supports high staffing levels ensuring reduced class sizes where vulnerable students are placed. Along with high quality teaching, attainment gaps are narrowed by strong leadership, a personalised and relevant curriculum, a culture of high expectations and targeted intervention. The specific interventions are outlined below.

Barriers to learning	Desired Outcomes – Improve FSM attainment	Identify success criteria for each outcome	Pupil premium strategies	Amount of Premium grant	Implement strategies (training implications)	Monitoring and Evaluation of strategies
Reluctance to think deeply – lack of resilience	All staff understand the importance of deep thinking in raising attainment and to know what strategies they can use in classrooms to challenge students' thinking	Deep thinking embedded in lessons	Allocation of middle leader to develop her understanding of and train whole school staff in DR ICE strategies	£10,285	Whole school staff to have training in DR ICE Staff to reflect on progress of DR ICE in their classrooms during TLF meetings Dr Ice target for performance management	Staff training completed. Audit & evaluation by ITP ?OTP Team (June 2015) All staff to have performance management target and to succeed in it – evidenced through lesson observation
Lack of understanding of 'what went well' and 'Next steps'	For students working at National Curriculum levels to be able to articulate how they can improve their work	Students' make greater progress with their personal targets	Improved feedback	£2,800	Whole school staff to have training in DR ICE Staff meetings to develop understanding of effective feedback. Working party established to develop coherent approach	Work scrutiny undertaken, feedback to staff (Dec 2014, March & June 2015) End of year achievement & progress data (June 2015)
Communication	All students have a	All students (or	Employment of	£10,892	1:1 training of staff	Review number of students

	mode of communication that enables us to assess their understanding and progress	parents / carers) able to communicate	AAC consultant 1 day a week to assess and support students who require assistive technology		with consultant to support individual students' in lessons	worked with and impact upon their personal progress (personal as well as academic)
Emotional barriers	Improved engagement in lessons and support offered to families	Students able to concentrate upon their lessons	Employment of consultant psychologist to work with parent / carer groups as well as young people	£5,000	Whole school staff to have training in working with young people with mental health issues	Review number of students worked with and impact upon their personal progress (personal as well as academic)
Lack of fine motor skills – affects ability to record knowledge	Students with poor fine motor skills to be able to use strategies / equipment to support their learning	Students with lack of fine motor skills are equipped with strategies / equipment to support them in recording their knowledge	Allocation of teacher for 2 periods a week to to assess and support students	£7,085	Whole school staff to have training in strategies and equipment to support development of fine motor skills	Behaviour reports – reduction in number (because of lack of frustration) End of year achievement & progress data (June 2015)
Availability of accessible accreditation routes	All students leave with appropriate range of awards that have stretched and challenged them. Good destination data	Every student to leave with accreditation that meets their median quartile target (at least)	Allocation of Assistant Head for 1 day a week to support and monitor development of new accreditation routes	£10,980	1 INSET with staff Inputs into TLF 1:1 sessions with staff Attendance of staff on exam board courses	End of year achievement & progress data (June 2015)
Teaching assistants	Improve FSM	Senior TAs	TA to attend OTAP	£400	TA empowered to	End of year achievement &

supporting behavioural and welfare issues (learning needs to be priority)	attainment	developing skills of TA team and deploying team affectively. TAs supporting learning as well as welfare and behaviour – using DR ICE strategies	(outstanding Teaching Assistant programme)		deploy and train TAs Free Senior TAs from morning classroom support	progress data (June 2015)
Availability of effective analytical review of PP spending compared to pupil attainment	Strong analysis of PP strategies that lead to a narrowing of the gap	Transparent and accurate breakdown of PP data	Employment of data analyst 1 day a month	£8,400	Data analyst to attend specialist training Meeting with SLT / PP Governor & staff Analysis of data Dissemination of findings Creation of do, review, amend, do cycle	Review process to be implemented working closely with PP Governor – August data analysed and fed back to staff in Sept.

The funding received from Pupil Premium does not cover the cost of the interventions used

Pupil Premium Grant (PPG) 2013/14

Schools received an additional payment called **Pupil Premium Grant (PPG) in 2013/14**, for each pupil who was registered for free school meals (53 students), those who are in the care of the local authority (1 student) or (from April 2014) are adopted (0 students) and those whose parents are serving in the armed forces (0 students).

In 2013-14 Blackfriars (Newcastle) were allocated a PPG of £47,700. 48.6% [53/109] of students were receiving free school meals or had received them during the past 6 years. During the same period, there was 1 student that was in the care of the local authority. In January 2013, Ofsted inspected provision at Newcastle and Bucknall (Blackfriars Further Education College) and stated that:

The pupil premium has been used very well to improve targeted students' achievements. It is being used to fund additional staff for one-to-one and smaller group teaching in subjects such as mathematics for example. The funding is promoting accelerated progress very effectively. Consequently, students who are eligible for free school meals or who are in the care of the local authority achieve as well as others in the school and attain similar standards. The small number of students from minority ethnic backgrounds also make exceptionally good progress.

Provision 2013-14

Barriers to learning	Desired Outcomes – Improve FSM attainment	Identify success criteria for each outcome	Pupil premium strategies	% of pupil Premium grant	Implement strategies (training implications)	Actual impact
Poor literacy skills	PP students reach their upper quartile target	Narrowed gap between FSM and non FSM students	Develop use of literacy intervention strategies	50%	Appoint and train literacy TAS to implement reading and writing intervention programmes	
Poor mathematical skills	PP students reach their upper quartile target	Narrowed gap between FSM and non FSM students	Develop use of numicon	50%	Train and develop staff who can deliver numicon	

Attendance

Students who fall below the government minimum attendance requirement (94%) are identified and monitored by the Academy and the Local Authority Education Welfare Worker. In 2013/2014, 26 students who fell into this category were Pupil Premium students. The majority of those students had high medical needs which meant that they were unable to access education. All students have their attendance monitored very closely and as an Academy we have an unrelenting focus on improving attendance and eliminating any gaps.

Attendance figures for academic year 2013/14 and 2014/15					
	Year 7	Year 8	Year 9	Year 10	Year 11

All pupils	86.66	91.81	90.10	86.50	91.48	89.14	88.14	87.93	92.15	88.18
Non-pupil premium	95.88	91.36	93.10	90.71	85.38	88.30	86.85	81.96	93.00	88.39
Pupil premium	78.56	89.19	88.92	77.60	92.76	88.96	85.46	94.35	89.33	75.89
Gap	17.32	2.17	4.18	13.11	7.38+	0.66+	1.39	12.39	3.67	12.5

Conclusion

2013-14 - 31 students were pupil premium, 52% were on target or had exceeded their target.