

Closing the Gap 2016-2017



What is the pupil premium?

The Pupil Premium provides additional funding on top of the main funding a school receives. It is targeted at students from disadvantaged backgrounds to ensure they benefit from the same opportunities as students from less deprived families. From September 2014, the premium was worth £935 and goes to students who at any point in the past 6 years have been in receipt of Free School Meals (FSM); £1,900 goes to any student who has been continuously looked after for the past six months or who has been adopted from care under the Adoption and Children Act 2002 or who has left care under a Special Guardianship or Residence Order; finally £300 goes to students whose parent/parents are currently serving in the armed forces or are in receipt of a pension from the MoD.

How the Pupil Premium is spent is monitored closely with all schools accountable for the impact of the money spent.

Why is there a pupil premium?

Students who have been eligible for Free School Meals at any point in their school career have consistently lower educational attainment than those who have never been eligible. In 2014 GCSE statistics showed that 37% of students who have been on Free School Meals in the previous six years achieved five or more A*- C grades including English and Maths, compared to 64% of their fellow students.

How many pupils at Alec Hunter Academy are eligible for the Pupil Premium?

Currently 26.9% of students are eligible for the Pupil Premium.

What is our Pupil Premium Budget for 2016-2017?

For this academic year, we will £230,010 in Pupil Premium Funding

Number of PP Students 2016 - 2017						
	Year 7	Year 8	Year 9	Year 10	Year 11	Total
False	95	118	116	123	150	602
True	50	61	39	40	51	241
Total	145	179	155	163	201	843
%age	34.4	34.0	25.1	24.5	25.3	28.5

Do I qualify for Free School Meals?

You can easily check by following the link below:

<http://www.essex.gov.uk/Education-Schools/Schools/Pupil-Parent-Support/Pages/Healthy-Living-School-Meals.aspx>

The main barriers to educational achievement that the disadvantaged children in our school face

The ward which Alec Hunter serves has the highest deprivation indicators for the District with significant (25%) child poverty. It is the 17th most deprived ward in Essex. The proportion of disadvantaged students at Alec Hunter is increasing from around 25% of the school population towards 30% and therefore nearly one third or 1 in 3 of the school population are disadvantaged. In Year 7 and 8 the percentage of students who are disadvantaged is 34%. The ward of East Braintree which Alec Hunter serves is amongst the most deprived in the district and in Essex. A much higher proportion of disadvantaged students come from single parent families as compared to non-disadvantaged families. In all year groups, apart from Y 8, disadvantaged student's prior attainment, based on Key Stage 2 SAT performance, is lower than NPP students.

At Alec Hunter, our disadvantaged students come from a wide range of backgrounds and, as a school, we recognise that it is most important to treat all students as individuals. At the same time, we know that many disadvantaged students at Alec Hunter face similar challenges and barriers which we are dedicated to addressing.

An extensive review of disadvantaged student's experiences at Alec Hunter was carried out in 2016. Whilst generalisations are to be avoided, we have identified a number of factors that help define some of the challenges disadvantaged students face. We know that most of our disadvantaged students enjoy school and achieve as well or better than other students at Alec Hunter. We also know that disadvantaged students are more likely to have special educational needs, weaker literacy and numeracy skills on entry to the school and are less likely to be the most able on entry. We also know that they are more likely to require support and guidance with social and behavioural problems, particularly during adolescence, and they are more likely to require support with family problems. In addition, they are more likely to need help and support with self-confidence, self-regulation and personal organisational. They also require more guidance in terms of knowing the importance of achieving academic success. We also recognise that it is important that we encourage parents to share in their successes and areas of development as they are more likely to have parents who had negative experiences in school. Our disadvantaged students have a strong sense of justice and fairness and we work with them to help them understand why decisions are made. Disadvantaged students are also more likely to need support in completing homework and value clear explanations and instructions. They are also more likely to have been a MYE and therefore might have gaps in their learning.

Research has shown that high quality teaching has a disproportionately positive impact on disadvantaged students and, as a result, Alec Hunter has invested heavily in strategies which have improved the quality of teaching and learning. Educational Endowment Fund research data tell us that tuition, developing students' metacognition skills, feedback and homework all have a high impact in terms of accelerating student attainment. As a result, our teaching and learning strategies have a clear focus on these areas. For example, we are a growth mindset school, our revised attitude to learning grades promote 'brave learner', small group tuition helps accelerate the progress of disadvantaged students and students receive details and specific feedback in lessons helping them to make good progress. The above strategies mean that the vast majority of our disadvantaged students are now making good progress.

How is the Money Spent?

Curriculum:

- Tutoring intervention support for PP students aimed at improving attainment in English and Maths
- Specialist support staff to provide targeted interventions in English
- Provided extra learning support opportunities after school and in the holidays.
- Continuing staff professional development with a focus on teaching and learning to improve attainment.
- Revision materials for PP students to ensure they have the best resources available at home
- Curriculum trips to deepen and knowledge and understanding
- Incentives to improve attendance
- Alternative curriculum for some students who are potentially at risk of disengagement from their education

Enrichment and resources:

- Supervised homework and breakfast facilities
- Financial support for Educational visits.
- Support for basic equipment and uniform to ensure that this is not a barrier to learning
- Regular University visits to raise aspirations

Guidance and support:

- Emotional support through mentoring, additional pastoral support and counselling to remove potential barriers to learning. Counselling sessions for identified students (staff or self-referral)
- Small tutor groups to support pastoral care and liaison with parents.
- Employment of Inclusion officers to support pupil Welfare.
- Parental engagement courses to develop parental capacity to support learning
- Growth Mindset and metacognition courses to improve self-management skills

Targets for Pupil Premium Students 2016 - 2017

To monitor progress on attainment, new measures will be included that will capture the achievement of students covered by the Pupil Premium.

These will include the following measures benchmarked against national data:

Year 11 Targets	
5+ A*-C (EM)	50%
5+ A*-C	55%
Progress 8	0.00
Attainment 8	45
9-5/9-4 English and Maths	35/45
English Baccalaureate	10 to20
5+ A*-G/9-1	100
1+ A*-G/9-1	100
2+ A*-C (Sci)	45
1+ A*-C (MFL)	40
1+A*-C (Geog/Hist)	50
9-5/9-4 English	45/55
9-5/9-4 Maths	45/60

Year 7 – 10 Progress Targets

PP students to make an average of 0.75 grades of progress in each academic year.

Year 7 – 11 Targets

- Attendance Target: 95%
- Punctuality Target: 1.9% lateness

Pupil Premium Budget 2015-2016

Employed specialist support teachers to provide targeted interventions in English	£22,394
English and Maths GCSE revision conferences for GCSE students	£1,500
Revision materials for PP students to ensure they have the best resources available at home	£1,000
Tutoring	£41,500
After school and holiday revision	£9,000
SAM Learning 26% of costs	£960
GCSE Pod	£2,700
Increased Flexibility Programme - alternative curriculum for some students who are potentially at risk of disengagement from their education.	£22,073
Vocational Pathways courses at Colchester Institute	£10,560
Fund curriculum trips and visits on an individual basis to ensure no CLA of FSM child is excluded because of cost	£9,100
	£120,787
Continuing staff professional development with a focus on teaching and learning, to improve attainment and progress	£8,000
Pupil Premium Tracking CPD Course	£236
	£8,236
Behavioural and therapeutic support Centre (The Shed) Resources	£3,000
Andrew's Shed Counselling	£9,991
University Visits to encourage aspiration and ambition	£2,020
1 additional day of Careers Advisor	£3,690
Inner Drive workshops to encourage confidence and metacognition skills	£3,500
Pastoral Support Team to support the removal of everyday barriers to learning	£31,000
Support for basic equipment and uniform to ensure that this is not a barrier to learning	£1,000
	£54,201
Family Learning to develop parental capacity	£6,200
Staffed Study Facilities - Library Cover 25% of costs	£1,015
Supervised homework and breakfast facilities	£4,400
Pupil Premium Co-ordinator allowance	£4,265
Family Mentoring	£3,901
Rewards (Punctuality Scheme)	£5,000
Blue Hills Software - contribution to costs	£500
	£25,281
	£208,505

Pupil Premium Budget 2014-2015

Overstaffing in English and Maths	£18,100
Employed specialist support teachers to provide targeted interventions in English	£21,871
English and Maths GCSE revision conferences for GCSE students	£1,500
Revision materials for PP students to ensure they have the best resources available at home	£1,000
Tutoring in all GCSE subjects	£21,500
After school and holiday revision	£9,000
SAM Learning 25% of costs	£898
Increased Flexibility Programme - alternative curriculum for some students who are potentially at risk of disengagement from their education.	£22,134
1:1 Tutoring in all year groups focused on accelerating progress in English and Maths	£9,750
Fund curriculum trips and visits on an individual basis to ensure no CLA of FSM child is excluded because of cost	£17,990
	£123,743
Continuing staff professional development with a focus on teaching and learning, to improve attainment and progress	£10,000
Growth Mindset training for staff	£549
Pupil Premium Tracking CPD Course	£236
Pupil Premium Conference	£379
Pupil Premium Health Check	£900
	£12,064
Behavioural and therapeutic support Centre (The Shed) Resources	£3,000
Learning Mentor to support organisation, focus, confidence and metacognition skills	£3,000
Sports coach to provide extended extra-curricular opportunities	£3,000
Counsellor to remove any potential barriers to learning	£10,357
University Visits to encourage aspiration and ambition	£2,020
Inner Drive workshops to encourage confidence and metacognition skills	£3,475
Pastoral Support Team to support the removal of everyday barriers to learning	£34,985
Support for basic equipment and uniform to ensure that this is not a barrier to learning	£1,000
Box of iPads - Teaching and Learning Action Research	£6,000
	£66,837
Family Learning to develop parental capacity	£6,202
Staffed Study Facilities - Library Cover 25% of costs	£1,027
Supervised homework and breakfast facilities	£12,555
Pupil Premium Co-ordinator salary	£7,817
Rewards (Punctuality Scheme)	£9,880
Blue Hills Software - contribution to costs	£500
	£37,981
	£240,625

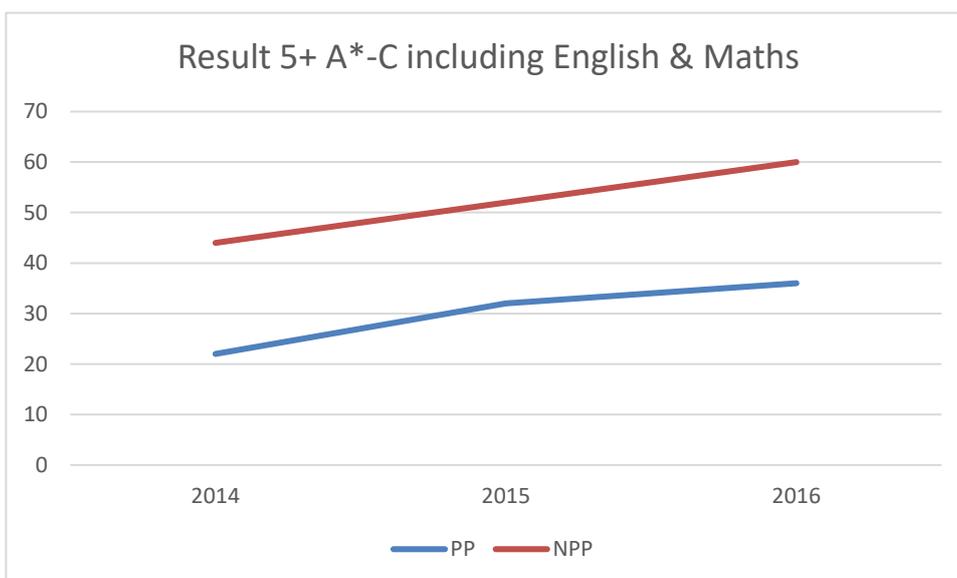
Impact of PP spending

GCSE Outcomes 2016

	ALL	PP	PP*
E & M	57%	43%	51%
EBAcc	22%	15%	18%
English (best)	71%	64%	74%
Maths	63%	45%	56%
P8	-0.3	-0.65	-0.25
5AC(EM)	55%	36%	44%

PP* = excluding PP students who were educated off site or had persistent absence.

GCSE Outcomes Historic



PP Development Plan 2016-2017 (to be reviewed September 2017)

Strategic Priority: Outcomes for Pupils. Intensify support given to PP students							
Priority Ref.	Intended Outcome (What do we want to achieve?)	Actions (What are we going to do?)	Lead	Time Scale	Cost/ Resources (What will we need?)	Monitoring Milestones (How will we check progress? When? Who?)	Success Criteria/ Impact (How will we know if we've achieved it?)
	Increase the focus given to PP students by individual teachers and departments in lesson time	<p>HBI highlight examples of good practice and highlight the issues</p> <p>LG to carry out PP learning walks to monitor annotated rooms plans and the extent of support given at classroom level.</p> <p>To facilitate this, an evidence gathering form to standardise feedback from Learning Walks</p> <p>Undertake PP work scrutiny to better understanding the quality of provision</p> <p>Share examples of good practise and repeat walks and work scrutiny to monitor developments and seek further good practice</p>	HBI/ LG	Term ly	No cost	<p>Learning Walks complete</p> <p>Good practise celebrated and shared amongst staff</p>	Results of LW show increased focus on PP students in lessons evidenced through feedback form term on term.

	Deepen staff understanding of the issues underpinning poor learning by PP students	CPD focused on learning and social issues affecting PP students through briefing tips CPD for form tutors on PP issues through tutor meetings discussion	HBI	Termly	No Cost	HBI has completed CPD in briefing. Ach. Co-ordinators have led tutor meetings with an item focus on key PP students in their year group and strategies to support them academically are discussed and agreed	Results of LW show increased focus on PP students in lessons evidenced through feedback form
	Increase the amount of responsibility given to departments to monitor and intervene to ensure PP students make good progress	Departments are given names of key individuals who are making weak progress in their subject and are required to indicate strategies that will be used to accelerate progress. HBI and Ach co-ordinators will revisit names and review departmental actions data drop by data drop.	HBi/ Ach. Co-ordinators	Termly	No cost	Ach. Co-ordinators produce key names Ach. Co-ordinators request record of actions Ach. Co-ordinators review progress and request refinement of actions as required.	Key PP students increase progress and get back 'on track' in terms of progress
	Solidify good communication and metacognition skills of key PP students through regular academic mentoring	Establish academic mentoring between tutors, achievement co-ordinators, non-teaching staff and PP students. Research and formalise mentoring method around a coaching model to focus on metacognition development and nurture independence.	HBI/ Ach. Co-ordinators	On going	£300 reprographics	Achievement co-ordinators to develop and set up academic mentoring and monitor the mentoring sessions to ensure regularity and quality. Ach. Co-ordinators can monitor this through mentoring paperwork and student feedback	PP students report through feedback that they have completed the mentoring and that it has helped them to plan and complete school work independently.
	Achievement Co-ordinators to develop their knowledge and understanding of their year groups PP underachievers	Achievement Co-ordinators to develop case studies with CMA to show successes and issues within their PP cohort	HBI/ CMA /HBI	On going	£200	HBI, CMA and achievement co-ordinators to agree a format. CMA to share intervention information Ach-co-ordinators to produce 6 for their year group	Ach. Co-ordinators are able to explain the impact of strategies for individual students and evaluate what works for what sort of student.
	Encourage departmental PP initiatives and projects	Introduce PP impact requirement into all SIF bids to focus additional funding to benefit disadvantaged students	TLA	Sept 2016	£12,000?	TLA to introduce PP element in next bid funding round. HOCA's to explain impact that funds will have on PP cohort. Fund will also require a case study demonstrating the impact of the expenditure at the end of the academic year	Case study shows that PP students exposed to the funding have made strong progress.

	Increase accountability for outcome of individual PP students	Introduce named PP students into the PM Yr 11 GCSE target	TLA	September 2016	No Cost	Re-write guidance for the PM policy to direct teaching staff to name specific PP students within their PM target. Train appraisers to ensure that these choices focus on underachieving PP students in the first instance.	PM review shows that named PP students achieve their target grades.																														
	Further develop and deepen positive links to PP students' home	CPD for pastoral team to highlight the importance of PP engagement Establish a positive 'check in' call by pastoral leader at least termly with vulnerable PP students. Establish an early call in good time prior to Parents Evening to encourage better attendance.	HBI	Sept 16	No Cost	Monitoring shows records of positive calls home and pastoral leaders report a developing relationship with these parents.	Parents Evening attendance is up <table border="1"> <thead> <tr> <th>Yr</th> <th>13-14</th> <th>14-15</th> <th>15-16</th> <th>16-17 Targets</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>71%</td> <td>76%</td> <td>53%</td> <td>70%</td> </tr> <tr> <td>8</td> <td>64%</td> <td>52%</td> <td>75%</td> <td>70%</td> </tr> <tr> <td>9</td> <td>62%</td> <td>59%</td> <td>50%</td> <td>70%</td> </tr> <tr> <td>10</td> <td>62%</td> <td>64%</td> <td>62%</td> <td>70%</td> </tr> <tr> <td>11</td> <td>43%</td> <td>69%</td> <td>50%</td> <td>70%</td> </tr> </tbody> </table> to 70%	Yr	13-14	14-15	15-16	16-17 Targets	7	71%	76%	53%	70%	8	64%	52%	75%	70%	9	62%	59%	50%	70%	10	62%	64%	62%	70%	11	43%	69%	50%	70%
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