



**Airedale Academy Pupil Premium Impact Statement
September 2017**

The Pupil Premium is a grant provided by Central Government to schools and academies for pupils aged 11 to 16 who are on Free School Meals or have been on Free School Meals at some point in the past 6 years. In addition, the Pupil Premium is provided for 'Looked After Children' and children and young people who have parents in the regular armed forces.

'Pupils entitled to Free School Meals are only half as likely to achieve five good GCSEs as their peers.'

(The Schools White Paper 1)

Eligible groups and allocation amounts

The conditions of grant for pupil premium allocations in the 2016-17 financial year, published by the Department for Education (DfE) and the Education Funding Agency (EFA), explain that five categories of pupils are eligible for funding:

Type of disadvantaged pupil	Pupil premium per pupil 2016-17
Pupils in year groups reception to year 6 recorded as 'ever 6 free school meals (FSM)'	£1,320
Pupils in year groups 7 to 11 recorded as 'ever 6 FSM'	£935
Looked after children (LAC)	£1,900
Post-LAC	£1,900
Pupils recorded as 'ever 6 service' children, or in receipt of a child pension from the Ministry of Defence	£300

This grant is to be used to narrow any gaps between the progress of those pupils who are 'socially disadvantaged,' and other pupils within the school or academy. New measures now report on the progress made of those 'disadvantaged' compared to those 'non-disadvantaged' nationally. This is to ensure that no ceiling is put on the achievements of children in receipt of the pupil premium.

Airedale Academy is committed to supporting all students. Teaching staff, support staff and governors pledge to ensure that Pupil Premium students are not disadvantaged and that they should have the same opportunity to make as much, or even more, progress as that of their non-disadvantaged peers nationally.

Airedale Academy's Pupil Premium Students

Cohort & Funding Information	2016 / 2017	2017/18
Total cohort (Y7-11 as at January census)	703	736
Number of FSM6 pupils	344	359
LAC Pupils	2	5
Total Pupil Premium	346	364

% cohort who attract Deprivation Pupil Premium	48.9%	48.8%
Total Deprivation Pupil Premium funding *	£321,640	£335,665

***Pupil Premium funding year is April to March. Allocation received during the academic year Sept 16-Aug 17 was £327,483**

Pupil Premium students at Airedale Academy are not a homogeneous group. Across our cohort, students face a range of barriers to achievement. There is no single barrier faced by all – so our pupil premium strategy tried to work to eliminate a range of barriers faced by members of this group. Some examples of the barriers include;

- Lack of emphasis at home on the importance of attending school regularly and on time
- Cycles of poor attendance ingrained at primary level
- Low parental expectations regarding appropriate behaviour
- Lack of opportunity to develop good interpersonal skills
- Literacy and numeracy levels on entry generally lower than non-disadvantaged students
- Less emphasis at home on reading, often fewer books in the household due to poverty or disinclination
- Lack of resilience to tackle obstacles/challenges
- Parents who feel uncomfortable engaging with school, resulting in problems with communication between home and school
- Low aspirations among pupils and their families
- Low self-esteem or lack of belief in their ability to do well – ‘people like us’
- Pupils unable to participate in enrichment activities which would enhance their social and emotional skills or educational experience due to cost

How did we spend Pupil Premium funding in 2016/17?

There were five main areas where we concentrated Pupil Premium funds to try and overcome the barriers faced by our Pupil Premium students, these were:

1. **Improving quality first teaching and learning:** To further improve teaching and learning for all pupils but with a clear focus on strategies to better support those eligible for the Pupil Premium to ensure that those eligible for the Pupil Premium, in all year groups, make progress in line with, or exceeding, the progress of their Non-Pupil Premium peers (£17,010)
2. **Curriculum:** to develop further the breadth of the curriculum and the intervention strategies available to ensure that those eligible for the Pupil Premium, in all year groups, make progress in line with, or exceeding, the progress of their Non-Pupil Premium peers (£220,494)
3. **Attendance:** to devise and implement strategies aimed at reducing and eventually eliminating the attendance gap between those eligible for the Pupil Premium and their Non-Pupil Premium peers (£31,165)
4. **Behaviour:** to develop and implement a range of strategies aimed at supporting the emotional, social and behavioural well-being of those eligible for the Pupil Premium, aimed at reducing further, the inclusion and exclusion gap between those eligible for the Pupil Premium and their Non-Pupil Premium peers (£101,200)
5. **Access to enrichment opportunities:** to develop and implement a range of strategies to enable those eligible for the Pupil Premium to access learning opportunities outside the classroom at the same rate or better than their Non-Pupil Premium peers (£5,750)

Total expenditure to support disadvantaged pupils: £375,619

Below are brief details about some of the impacts these interventions have produced.

1. **Improving the quality of ‘first teaching’ and learning.**

- Following a Pupil Premium review by a team of Inspectors from North Yorkshire County Council, a new 'school wide' tracking system has been developed to triangulate data on the four main priorities for next year, these being; Attendance, Behaviour, Curriculum and Enrichment.
- Following INSET sessions on meta-cognition, Mastery Learning, written and verbal feedback and Solo taxonomy, recent quality assurance showed that disadvantaged pupils were experiencing at least 85% of lessons that were at least good or better. Where this wasn't the case, additional support has been provided to develop the skills of teachers. Further quality assurance will take place to monitor this situation. Furthermore, disadvantaged pupils are being increasingly taught by more experienced and successful members of staff.

2. Curriculum development & intervention

Key Stage 3 impacts

- 62% of disadvantaged year 7 pupils on numeracy intervention were judged to have made good or exceptional progress.
- There was a 9% increase in the proportion of year 7 disadvantaged pupils reaching the floor standard of 100 points in literacy.
- In year 7, 70% of disadvantaged pupils were judged to be making good or excellent progress from their starting point in 5 or more subjects.
- In year 7, 37% of disadvantaged pupils were judged to be making good or excellent progress in English and maths.
- 94% of disadvantaged pupils in year 8 were assessed as achieving 5 or more level 4s.
- 89% of disadvantaged pupils in year 8 were assessed as achieving 5 or more level 4s including English and maths.
- 44% of disadvantaged pupils in year 8 were assessed as achieving 5 or more level 5s including English and maths.
- In year 8, 73% of disadvantaged pupils improved their reading score, with 54% improving by at least two sub-levels.
- At least 42% of disadvantaged pupils in year 8 reached level 4 in English.
- The number of disadvantaged pupils in year 8 with a reading age below 11 years fell from 18 to 10.
- 93% of disadvantaged pupils in year 8 were judged to have made at least adequate progress in English from their starting point.
- Twelve disadvantaged year 8 students undertook a bespoke SEAL programme which resulted in a 75% fall in their exclusions compared to prior to the programme.

Key Stage 4 impacts

- In year 9, 62% of disadvantaged pupils are currently predicted to achieve level 4-9 in English & Maths.
- In year 10, 61% of disadvantaged pupils are currently predicted to achieve a level 4-9 in English & Maths.
- In year 10, 37% of disadvantaged pupils are predicted to achieve EBacc.
- In year 11, 21% of disadvantaged pupils achieved a level 4-9 in English and maths.
- In year 11, 5% of disadvantaged achieved EBacc.
- Forty-four disadvantaged pupils in year 11 benefitted from smaller class sizes, small group withdrawal, form time intervention, targeted after school revision, on-line resources, examination booster sessions and free revision resources. This is a larger proportion than last year and shows increased opportunities for disadvantaged pupils.
- 40% of the pupils on a year 11 English and Maths residential were disadvantaged pupils. This is an 8% increase in opportunities for disadvantaged pupils compared with last year.
- 90% of attendees at English weekend booster lessons were disadvantaged pupils. This is a 12% increase in opportunities for disadvantaged pupils compared with last year.
- 75% of attendees at Maths weekend booster lessons were disadvantaged pupils. This is a 9% increase in opportunities for disadvantaged pupils compared with last year.
- 60% of disadvantaged pupils attended a revision 'Top Tips' evening, the same percentage as their non-disadvantaged peers.
- Five disadvantaged pupils were supported in their schooling in the 'Study Area' and 'Step Out' provision. As a result, their exclusions fell by 80% compared to the previous year.

- There has been an 88% reduction in exclusions of disadvantaged pupils from our new 'Step Out' provision compared to the previous year due to better engagement with learning.
- 94% of disadvantaged pupils in year 10 attended a 'Ryman experience' enterprise day organised by NCOP. This is an increase of 5% on a similar event in the previous year.
- Twelve disadvantaged pupils in year 10 attended a residential event at Leeds Beckett University. This is a 50% improvement on last year.
- Eight disadvantaged pupils in year 10 attended a residential event at York St John University. This is a 25% improvement on last year.
- Twenty-two disadvantaged pupils in year 10 have received additional careers advice and guidance after being identified as potential NEET's. This is 55% better than last year.
- Nine disadvantaged pupils in year 9 have received additional careers advice and guidance after being identified as potential NEET's. This is 100% better than last year.
- 100% of disadvantaged pupils were seen by the careers advisor and offered impartial careers advice and guidance. This is a 6% improvement on last year.
- 93% of disadvantaged pupils applied for further education or training places. This is an improvement of 3% on last year.

Key State 3 & 4 impacts

- There has been an 88% reduction in the exclusion of disadvantaged pupils from our new 'Step Out' provision compared with the previous year due to better engagement in learning.

3. Attendance

- The average attendance of disadvantaged pupils was 89.4%
- The average Persistent Absence rate for disadvantaged pupils was 29.4%
- 70% of disadvantaged pupils improved their attendance following a mentoring programme.
- 27% of disadvantaged pupils came out of PA following a mentoring programme.
- 60% of disadvantaged pupils in a target group improved their attendance on the 'last day' before a holiday.
- The number of days lost to exclusion for disadvantaged pupils fell from 155 days to 61 days.

4. Behaviour

- Mentors worked with 25 disadvantaged pupils to help them better manage their behaviour. As a result, 68% of them reduced their number of exclusions when compared to the previous year.
- The number of behaviour incidents involving disadvantaged pupils fell from 110 in the autumn term to 40 in the summer term as a result of new systems and improved mentoring and support.
- The number of days lost to exclusion for disadvantaged pupils fell from 155 days to 61 days.
- There has been an 88% reduction in the exclusion of disadvantaged pupils from our new 'Step Out' provision compared to 'Inclusion' the previous year.
- Less than 5% of disadvantaged pupils were excluded as a result of failing in our 'Step Out' provision compared to 40% from 'Inclusion' the previous year.
- Twelve disadvantaged pupils had a period of Alternative Provision. Their exclusions fell by over 60% compared to the previous year.

5. Enrichment

- The percentage of disadvantaged pupils taking part in a range of enrichment activities has increased in all categories when compared to the previous year. 31% of disadvantaged pupils took part in trips during school time, 15% of disadvantaged pupils took part in trips out of normal school time, 17% of disadvantaged pupils took part in a production, 25% of disadvantaged pupils took part in a sports team, 74% of disadvantaged pupils listened to a visiting speaker and 35% of disadvantaged pupils attended an after school activity/club.
- Twenty-three disadvantaged pupils took part in a range of musical enrichment ranging from additional music tuition, participating in the singing club, or visiting a music college. This is a 50% improvement compared to last year.
- Six disadvantaged pupils signed up for the National Citizenship Scheme. This is a 33% improvement on last year.