

NBA Pupil Premium Audit

Pupil Premium Used For:	Amount Allocated to the intervention Action	Is this a new or continued activity/ cost centre	Brief summary of the intervention including details of year group, students and timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?
Peripatetic Music Support KS4	£ 6,897.00	Additional Hours to previous support	One to one music support	Assist students in gaining music grading
Breakfast Club	£ 6,434.00	Continued	All students to have access to free tea and toast at the beginning of the Academy day. £10k total cost with 64.34% PP students costing £6434.00	Increase the number of students receiving breakfast and improved diet

<p>Use of Community Fusion to support Low Ability curriculum</p>	<p>£ 13,800.00</p>	<p>Continued</p>	<p>Students referred as requiring a curriculum that includes a Community Fusion flight path. Mentoring support during Lunch times and one to one mentoring sessions within class time</p>	<p>Students identified as requiring different curricular provision and receive personalised Community Fusion support</p>
<p>Revision Materials</p>	<p>£ 3,558.27</p>	<p>Continued</p>	<p>Students to receive subject revision texts in the 'run-up' to examinations. Total cost £5310.85 with 67% PP gives total spend £3558.27</p>	<p>Students to be provided with additional materials to support improved performance in mock examinations</p>
<p>Careers Advisor</p>	<p>£ 24,960.00</p>	<p>Continued</p>	<p>Careers advice and direction for all students</p>	<p>Provide direction and advice to all students ensuring all students are following a career path and are proactive in securing future provision</p>

PiXL Subscription	£ 1,930.00	Continued	Provide access to core resources for support of PP students. £3k total cost so £1930.00 for PP students	Offering opportunity for PP students to make progress in life by achieving outstanding results and developing key life attributes. PP student progress closing the GAP on National Levels.
Attendance Support Workers	£ 20,637.00	Continued	Attendance support workers to support students/ families that have a historically low level of attendance. Annual cost of £32075 so PP element is £20637	Attendance of Pupil Premium students to increase
Family Support Worker	£ 11,154.00	Continued	Family Support Worker to engage PP families of students at risk of underperforming. £17336 total cost so £11154 PP element.	Support improved attendance and participation of vulnerable students and there families

Vivos to support behaviour, 100% attendance and positive attitudes to work	£ 6,434.00	Continued	Positive behaviour reinforcement to support improved behaviour. £10k annual cost so PP element is £6434.00	Zones actively encourage the use of VIVOs to support improved behaviour
Alternative Provision	£54,000	Continued	For a small group of pupils at risk of exclusion, a fresh start is positive.	Improve outcomes for individual pupils but also impact on whole school.
Literacy Numeracy Capitation Fund	£ 2,251.00	Increased	Literacy and numeracy curriculum developed and delivered. £3.5k total allocation so £2251 PP element.	% students in making expected progress in English increases
Free School Meal Provision ??	£ 216,081.00	Continued	Provision of Free School Meal to Students	Ensure health eating and nutritional needs of pupils are met.
Staff responsible for whole school Literacy and Numeracy	£ 8,217.00	Continued	Literacy curriculum developed and implemented. £12772 paid in TLR Allowances so PP element is	Literacy curriculum supports engaging lessons

GCSEpod	£ 2,000.00	Continued	Interactive IT learning resource made available to all	PP students to utilise GCSE pod to support revision
Fresh Start Literacy Programme	£ 4,000.00	Continued	Year 7 & 8 to follow a phonics curriculum within English time to improve reading skills	PP students to benefit from improved access to the curriculum at Key Stage 4
Accelerated Reader Programme	£ 2,500.00	New	Licences for Pupil Premium students to access software to support literacy.	PP students to narrow the gap between chronological and reading age and have the ability to access the curriculum effectively
CATS Tests	£5,000	New	Cognitive Testing to assess students	To provide all staff with a clear baseline for students and an understanding of individual needs so lessons are differentiated to suit the needs of PP students

Increase Maths Capacity with High Quality Practitioners	£ 45,000.00	New	Recruit 2 x AVP Mathematics and Lead Practitioner Maths	Students to benefit from higher quality teaching
Educational Psychologist	£ 20,000.00	Continued	Students to receive additional professional support to overcome barriers to learning	Additional referral route provided through 'Filter Group' to Ed. Psych
ECDL-Curriculum Change. Salary	£ 19,000.00	Continued	Staff member to deliver ECDL	PP students to complete a vocational ICT qualification
ECDL-Curriculum Change - Course fees	£ 10,000.00	Continued	Course fees	PP students to complete a vocational ICT qualification
Increase Science Capacity with High Quality Practitioners	£ 30,000.00	New	Recruit 2 x AVP Mathematics and Lead Practitioner Science	Students to benefit from higher quality teaching
Additional Teaching for small groups.	£ 50,000.00	New	Students are taught in 8 form entry as opposed to 7 forms.	Class sizes can be more flexibly set to manage specific learning and behavioural needs.

Employability and Alternative pathways centre	£ 50,000.00	New	Develop external building and A2L area to create an employability centre for all students and alternative curriculum base for key PP Students	PP students benefit from a more personalised curriculum model; designed specifically to enthus, engage and ensure essential employability skills are learnt
Employability and Alternative pathways centre; Salary	£ 30,000.00	New	Staff employed to delivered alternative pathways and employability pathways to PP students.	Staff in post to deliver employability skills to key students
Yr 11 Students; Team Building and Subject Revision weekend at Corris.	£ 1,000.00	New	Team and confidence building away weekend.	Students are more confident and self aware and able to better approach year 11 and their examinations
Total Spend	£ 376,353.27			
Budget	£ 555,452.00			
Balance	£ 179,098.73			

2016/17

How will this activity be monitored, when and by whom? How will success be evidenced? Relate this to Raise Online 'Closing the Gap' report and Academy data	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?	WHO	Line Mgr
Half term reviews with Head of Department, Overall qualification secured at grade C or 4 +	As a result of the additional hours of student support	LH	JD
number of PP students attending to increase term by term (RP, RBR). Teacher in charge to highlight and encourage attendance for 5 x students with historically poor AM punctuality	Attendance in school is in line with National Average. Persistent Absent is better than National average.	ABH	PL

<p>PP Students following CC curriculum to meet expected levels of progress in all subjects. Attendance to increase upon previous years. Where appropriate reduced exclusions (SAK, AJS, LBB)</p>	<p>For students referred to CF support, 93% saw a reduction in negative incidents recorded.</p>	<p>LW</p>	<p>MJ</p>
<p>Gap between PP and non-PP in Year 11 reduces term by term</p>	<p>Attainment of Pupil Premium Students improved in 2017 in terms of the number proportion of PP students able to access FE with 5 good passes at GCSE. Progress of PP pupils, particularly more able remains a concern.</p>	<p>SI</p>	<p>PL</p>
<p>PP NEET students to remain at 0 as per previous year and to support change in minimum age for school provision, education and/ or training</p>	<p>Independent Careers Advice and Guidance has been increased for 2017/18 to support PP Students in their aspirations and to help make them “work ready”.</p>	<p>NEH</p>	<p>AJS</p>

<p>PiXL usage monitored by HOZ and improving throughout the academic year. The GAP between PP and Non PP will close and this will be evidenced through in school data.</p>	<p>Predictions in 2017 were very close to actual outcomes which was a substantial improvement on previous years. PiXL Curve assessments provided an extremely valuable moderation tool to support predictions.</p>	<p>LCN</p>	<p>PL</p>
<p>Reduced gap between the attendance of PP and non-PP (focus upon Year 7 & Year 11 students) (DH)</p>	<p>Following a review of attendance recording in line with new guidelines in Nov 2016 there was a slight reduction in attendance. However, overall PA is below national average and overall attendance is in line. There remains a gap between PP and non-PP students in school, that is highlighted in monthly data reports and resource planning.</p>	<p>AJS</p>	<p>PL</p>
<p>Increased number of PP parents attending PTCs (Family Support Worker)</p>	<p>High impact on a small number of very challenging cases where support for individual pupils and families has been critical in ensuring safety and well-being.</p>	<p>LBB</p>	<p>SEND</p>

All PP students to receive reward for excellent attitude to learning? Reduction in incidences of LLD by PP students	Some impact but mixed across the PP students with reductions in exclusions.	JD	PL
AP providers provide weekly reports on attendance and concerns. Termly assessments indicate progress and achievement.	Excellent relationships with key AP provision has led to substantial improvements for almost all PP pupils accessing Alternative provision. Improvements are evident in behaviour and attendance as well as academic performance.	AFJ	ABH
% students in KS3 making expected progress in English increases	Numeracy levels in KS4 remain a concern and have led to rewrite of KS3 curriculum. Reading strategy saw improvements for some pupils, but impact needs to be more widespread.	BC/NEH	PL
Take up and quality of school meals is high. Monitored and reviewed regularly with ASPENS (provider) and business and finance manager.	Take up and quality of school meals is high.		
Increased number of PP students attaining level 5 in English & Mathematics at the end of Year 8. Reduced gap between PP and non-PP attainment (MJE & New Appt)	Literacy and numeracy strategies now embedded within tutorial programme. Work still being done on subject led interventions, marking and feedback.	B Chauhan	CD

80% of PP students to access GCSE Pod	Access in 2016/17 was positive. Some pupil feedback was strong, although use was not consistent across all PP pupils.	ELC	LOM
Students attending Fresh Start to see reading ages increase beyond expected levels (JHU)	Fresh start has been adopted more widely for 2017/18 as key intervention strategy to support literacy development.	J Seager (Hughes)	B Chauhan
Students undertaking accelerated reading programme to see reading ages increase beyond expected levels (JHU)	Impact for individual pupils was positive. However, 2017/18 needs wider impact across larger number.	J Seager (Hughes)	B Chauhan
Evidence of differentiation being based on CATS scores to be seen in teacher planning and lessons observations (SAK)	Removed for 2017/18. SISRA / Internal Assessments / PiXL provide more useful and impactful data sets.	LCN	CD

Expected progress at KS4 in Mathematics to increase for PP students	Overall progress in maths dropped compared to 2016 outcomes. P8 for PP pupils in maths was -0.99. Staffing problems continued - resolution in place for 2017/18.	NEW SLT - Dennis Ashfall	CD
PP students describe qualitatively improved attitude towards the Academy and learning	Increasing capacity through think first Birmingham is a priority in 2017/18 alongside SEMH programme development.	KR	SAK
100% Pass rate for PP students undertaking this qualification	Positive outcomes supporting pupil progression.	AWC	CD
100% Pass rate for PP students undertaking this qualification	Positive outcomes supporting pupil progression.	CS	AJS
Expected progress at KS4 in Science to increase for PP students from ?? % to ?? %	Science results improved substantially in 2017.	NEW SLT - Anosh	CD
Data Collections. Zone managers and savp responsible for data.	Reviewed for Sept 2017 following low impact, particularly in mathematics.	Various	LCN

<p>Monitored via line meetings (see minutes) and students survey. No NEET students</p>	<p>Alternative pathways were provided through external providers. High cost, but high impact on small number of target pupils.</p>	<p>neh</p>	<p>CD</p>
<p>Monitored via line meetings (see minutes) and students survey. No NEET students</p>	<p>Did not occur as planned. Employability pathways delivered in house by external providers had positive impact.</p>	<p>NEH</p>	<p>CD</p>
<p>Head of KS4. Evidenced through examination results and Data Collections/Behaviour issues.</p>	<p>Cancelled.</p>		<p>SAK</p>