

Pupil Premium Report

North Birmingham E-ACT Academy

Author	Philip Lloyd
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1. Introduction

This pupil premium review follows student assessment outcomes at the end of the academic year 2017/18 alongside full-year data for exclusions, attendance and safeguarding.

Previous internal review was carried out by trust based regional team over one day, the 26th January 2018. The Academy was inspected by OFSTED in March 2018.

The review included the following activities;

- A review of published and school data
- Examination of attendance data from published sources and monthly data returns.

2. Context:

Pupils: 983 - average

FSM: 65% (28%) - above national (Highest 20%)

EAL: 30% (16%) - above national (Highest 20%)

SEN: 16.4 (10.7) - above national (Highest 20%)

SDI: 0.4 (0.2) - above national (Highest 20%)

(Data source: IDSR 2017 – Final)

3. Attendance

Attendance				Persistent Absence			
%	PP	All	Nat	%	All	Nat	
July 16		96.1	95.0	July 16	6.3	12.4	
July 17		93.7	94.8	July 17	16.9	12.8	
July 18				July 18			

The last set of attendance figures collected in July 2018 show that PP attendance is below in all pupils and national average (July 2018 - most recent national data published). Pupil premium pupil attendance at NBA is substantially better than pupil premium students nationally, however, it is still below other pupils nationally.

Persistent absence for pupil premium pupils at NBA is substantially lower than pupil premium pupils nationally, however it is still too high in relation to other pupils nationally.

PA for all pupils is in line with NA and improving.

4. Pupil Premium Statement

Barriers and actions being taken have evolved over the last two years with improved focus on specifically targeted activities at disadvantaged pupils.

Although reviewed regularly specific impact is difficult to ascertain against some areas of the strategy, simply because the cause / effect of particular strategies are not isolated from one

another. Consequently, a review of the performance of disadvantaged pupils is carried out separately from the strategy evaluation.

Specifically targeted strategies have been costed within the context of whole school budget setting. However, constraints on budget allocations and the requirement to make savings on previous years mean that inevitably pupil premium funding is now subsidising what may have previously been considered routine spending.

The school received £507,705 funding in 2017/18.

Funding this year was used to:

1. Subsidise additional staffing costs e.g. attendance officer, family support worker, core subject teachers, and four intervention support staff
2. Fund specific projects for disadvantaged pupils e.g. Achievement for All, Rady, Thrive.
3. Enrichment e.g. trips, peripatetic music.

Pupil achievement in summer 2018 was weak, with a substantial drop principally caused by an extremely poor set of results in science, as a consequence of mistakes in tier of entry for GCSE final examinations.

5. Leadership and management

The pupil premium leader is Phil Lloyd - Headteacher.

There is a balance of actions to support disadvantaged pupils in terms of individual support, academic achievement, social and emotional support and enrichment.

Provision is well organised and regularly monitored in conjunction with checks made on teaching and learning. Aspirations have been raised through the use of the Rady project (add 4 points to disadvantaged pupils' assessments in order to elevate them to higher sets). Some actions are tracked e.g. achievement for all, which has now been running since April 2017. This is well coordinated and there is evidence that behaviour and attendance are improving for some disadvantaged individuals. For the first time, an NBA student (disadvantaged) has been offered a place at Oxbridge for next academic year.

6. Teaching and provision

Provision for PP pupils is through a variety of systems. These include 1:1 tuition, Rady project (all Y7 and Y8 pupils), small group withdrawal for projects such as Thrive, Literacy and reading. Behaviour programmes are also in place including 'community fusion' and mentoring. This has led to a reduction in the number of exclusions occurring.

Teachers are expected to know which pupils in their teaching groups are categorised as disadvantaged. They are advised to mark the books of disadvantaged pupils first to ensure they are aware of gaps in knowledge and understanding that can be used to plan next steps.

Teachers have seating plans, where pupil characteristics are identified. Pupil passports provide detailed information on how the needs of individuals with special education needs or disabilities can be met effectively in the classroom setting.

Pupil premium students' performance is monitored and reviewed at the end of each data cycle by senior and middle leaders. Where necessary, additional intervention through small groups or individual support is implemented.

7. Outcomes for pupils:

The school met floor standards and was not deemed to be coasting in 2017, which was an improvement on the previous two years.

July 2017 headlines: (validated data)

	PP	All	Nat
Overall P8	-0.3	-0.2	0.0
P8 English	0.18	0.2	0.0
P8 maths	-0.9	-0.8	0.0
Attainment 8	38	41	46.0
E/M 4+	42	44.3	63
E/M 5+	26	29	42

July 2018 headlines: (unvalidated data)

	PP	All	Nat
Overall P8	-0.7	-0.62	
P8 English	-0.1	0.04	
P8 maths	-0.77	-0.7	
Attainment 8	41.0	42.3	
E/M 4+	35.9	45	
	17.4	23	

Measures for PP pupils are **broadly in line** with all pupils in the school, except for overall P8, but **below** national figures, especially combined E/M at L4+ and L5+.

Maths progress is weaker than English for PP pupils and all pupils. This impacts on the combined attainment figures for E/M.

In 2018 Science results and history results have had a substantial impact on performance of both pupil premium and other pupils.

Attainment

Projected outcomes for 2018/19 year groups are as follows:

18/19 Year 11 9-5 (Data Source – 17/18 DC2, DC4)

%	Jan 18			July 18			Uplift	
	PP	All	Gap	PP	All	Gap	PP	All
Eng Lang	61.9	59.3		61.5	63.5			
Eng Lit	62.9	60.5		58.3	58.7			
Maths	40.2	43.9		30.2	33.1			

18/19 Year 11 9-4 (Data Source – 17/18 DC2, DC4)

%	Jan 18			July 18			Uplift	
	PP	All	Gap	PP	All	Gap	PP	All
Eng Lang	84.5	84.4		83.3	84.4			
Eng Lit	85.6	85.6		72.9	75.4			
Maths	61.9	66.5		52.1	53.8			

18/19 Years 10,9,8 - % working at or above track (Data Source – End of Summer term 2018)

% on track	July 18			Variation
	PP	All	Gap	
Year 10				
Eng	89.1	91.5	-2.4	
Ma	73.6	77.6	-4.0	
Year 9				
Eng	61.1	68.2	-7.1	
Ma	27.2	41.2	-14.0	
Year 8				
Eng	72.4	78.7	-6.3	
Ma	32.2	46.0	-13.8	

Year 10: Gaps between the proportion of PPPs and All who were assessed as on or above track decreased during the year in English, but increased significantly in mathematics. The gap is larger in mathematics than English.

Year 9: Gaps between the proportion of PPPs and All who were assessed as on or above track decreased marginally in English, but remains high. The gap in mathematics is double that of English.

Year 8: The gap between the proportion of PPPs and All who were assessed as on or above track increased in English and mathematics. The gap in mathematics is substantially higher than English.

It is important to note that assessment practices reviewed in the autumn term 2017 had a significant impact on the data produced at the end of data cycle compared to later in the year. .

It is not therefore possible to reliably compare outcomes in Jan and June, however patterns in the gaps are useful.

Overall:

Attainment in maths is low in Year 7 for PP pupils. Intervention is urgently required.

Progress is minimal in Y8 and Y9 in maths for all pupils and negative in Y9 for PP pupils.

Some gaps are getting wider in maths and not closing.

8. Pupil voice – (Data source: Pupil Premium Audit Feb 2018)

Ten pupils from Y7 to Y11 represented the school. All had very positive attitudes towards school. The majority said that behaviour was good and had improved. There were only minor weaknesses in behaviour when new teachers took classes and some minor inconsistency in the issuing of sanctions – some staff issue detentions faster than others. Pupils were clear about the behaviour policy and had a good understanding of the sanctions and rewards in place. They reported that behaviour has improved – especially since the school field has been blocked off. Pupil conduct, they felt, was not as good during transition time between lessons and also at break times. They suggested greater staff presence and monitoring during these times.

Pupils feel safe in the academy and say there is no bullying. They have a good awareness of different types of bullying as this is taught in assembly and tutor time. They are confident to report any issues to staff and also to use the sharp system to report issues to the HT.

Older pupils have a secure understanding of British values and can articulate what these are. These pupils also have a clear awareness of how well they are achieving as they received feedback from staff on their grades. The re-learn model is familiar to all pupils. They also appreciate the immediate on-line marking provided for homework. Those

struggling with subjects appreciate the support and help they receive e.g Y7 pupil in reading (twice per week for 20 mins). They are aware of the additional support available before and after school through independent learning time or fresh start. They like their teachers and say staff are always willing to help. Aspects which pupils felt could be improved was to reduce the dinner queue and increase space in the atrium.

Pupils have varied aspirations and Y11 pupils know what subjects they need to achieve their chosen profession. Three pupils cited job roles such as footballers, but others were keen to become accountants, doctors, solicitors and surgeons. The majority of pupils were happy to consider staying on into 6th form. This demonstrates their confidence in the school.

Summary:

Pupil premium funding is leading to better, more coherent strategies to support the performance and welfare of pupils.

Outcomes in summer 2018 are extremely poor, particularly in science. The Academy have analysed reasons for performance and have taken steps to avoid a similar situation.

Clearly, the quality of teaching is under question in key areas and monitoring is underway.