

PUPIL PREMIUM REPORT – Term 2 (2016/17)

Context of Academy

Whilst the percentage of PPI students at Garforth Academy is low measured against national averages, they still represent a significant group of students and as such play an important role in the overall success of the Academy. The table below identifies our students KS2 ability range on entry for our PP and Non-PP students; we have a higher percentage of PP students with low to middle ability range entering Year 7 compared to Non-PP students.

For Year 7 students LAP, MAP and HAP are categorised with LOW below KS2 scaled score of 100, MID as a score between 100 – 109 and HIGH with a score of 110 +

For Yrs 8 – 11 students, LOW categorised with a KS2 Fine Points score of below 4.0, MID with a score between 4.0 – 4.9 and HIGH with a score of 5.0+

	PP Students (175)			Non PP Students (1,343)			All Students (1,518)		
	LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH
Yr 7 (298)	9 41%	13 59%	0 0%	57 21%	154 56%	65 23%	66 22%	167 56%	65 22%
Yr 8 (310)	7 25%	14 50%	7 25%	21 7%	128 46%	133 47%	28 9%	142 46%	140 45%
Yr 9 (304)	4 14%	16 57%	8 29%	23 8%	123 45%	130 47%	27 9%	139 46%	138 45%
Yr 10 (307)	13 25%	26 50%	12 25%	21 8%	125 49%	110 43%	34 11%	150 49%	123 40%
Yr 11 (299)	16 33%	17 40%	13 27%	26 10%	98 39%	129 51%	42 14%	116 39%	141 47%

As an Academy we are focused on closing both relative and absolute differences in student achievement. Spending commitments made are based on a detailed understanding of individual needs and aim to maximise the growing body of research and evidence on effective practice. All pupil premium spending should lead to a quantifiable impact on student achievement and attainment, with a clear plan for impact measurement established. Detailed individual intervention plan and spend per PP student is available on request.

The Academy has put in place the following monitoring/reporting system:

Each Faculty to input PP data every half term and include the following information

- Issue – Curriculum, Behaviour, Attendance, Emotional Wellbeing, Homework, Work Ethic and No Issues.
- Subject – Department/Faculty name.
- Support Offered – Homework support, Educational Visit, Additional Tuition, Intervention Programme, Holiday Intervention, Coursework Support, Provision of resources and equipment, Small set group, TA support in class, Revision Session, Attendance support, Daily support, Weekly support, Group Programmes one to one support, Home visits, Parental meetings, Excellence Centre and Detentions.
- Hours – For each type of intervention offered for each half term.

After each data capture there is a 'subject concern list'. If a 'Progress 8' score for a student is in RED then that particular student has underperformed from the previous cycle date. Subject is identified as a concern and Departments are instructed to re-visit their intervention plan. If it is identified as GREEN, then the intervention is having an impact and the strategy continues.

The parameter for students to be highlighted as a "Subject concern" on the PP list is as follows:

KS3 –More than 1 grade below their EOY expected grade.

KS4 –Progress 8 Subject score of -0.3 or below

These parameters for PP students are narrower than Non PP students to highlight our firm commitment to closing the difference between the outcomes of PP and Non-PP students and ensuring we diminish the difference of our PP students on all national % thresholds.

Year 11 Cycle report (term 1) had seen a negative shift on the Progress 8 score as the Academy moves to the worst case scenario using the 2017 Points score for GCSE grades (Grade C is 4 points compared to being 5 points in 2016) and the latest P8 conversion table from the Summer 2016 GCSE results (released on 28 Sept 2016). This drop in points will be deflating predicted P8 scores and so the Progress 8 value should increase when actual 2017 tables are released in September 2017. This ensures that intervention is put in place for all students who could underachieve.

Comparisons between T3 in Year 10 and T1 in Year 11 should be cautiously viewed due to the reasons highlighted above. The values in purple in the data table on page 3 for T2 (Yr 11) show the Academy P8 score using the new P8 methodology released by DFE in March matched to the 2017 points. Although this still indicates a gap between these students it is narrowing and indicates a more realistic and positive picture.

Year 11 Cycle report (term 2) has seen a positive shift on the Progress 8 score with over 60% of our Pupil Premium students improving on their overall P8 score from term 1. This is mainly due to the targeted intervention led by cluster leaders and HODs, involving a programmed after school sessions for most subjects running the length of Term 2 and holiday booster sessions to name but a few.

Term 1 P8/YA Score	Term 2 P8/YA Score	CYCLE Effectiveness	Subject concern list	CHANGE in Intervention Required	Term 3 P8	CYCLE Effectiveness
-0.48	-0.05		English, Maths	English, Maths		
-1.27	-0.49		English, Maths, Geography	English, Maths, Geography		
-1.15	-0.94		English, Maths, Science, Music	English, Maths, Science, Music		
-0.75	-0.77		English, Maths, Business Studies	English, Maths, Business Studies		
-0.47	-0.04		Maths	Maths		
-1.13	-0.79		English, Maths, Science, History, Sociology	English, Maths, Science, History, Sociology		
-0.23	-0.15		English, Mod Foreign Language	English, Mod Foreign Language		
-0.48	0.73		Food/Text Technology	Food/Text Technology		
-0.33	-0.85		English	English		
-0.57	-0.24		English, Maths, Art	English, Maths, Art		
0.11	0.5		English, Sociology	English, Sociology		
-1.28	-1.1		English	English		
-1.38	-1.69		English, Maths, Science, Geography	English, Maths, Science, Geography		
-0.85	-1.11		English, Science, Design Technology, Food/Text Technology, ICT	English, Science, Design Technology, Food/Text Technology, ICT		
-0.7	-0.38		English, Mod Foreign Language	English, Mod Foreign Language		
-1.28	-1.83		English, Maths, Art, Business Studies, History, ICT	English, Maths, Art, Business Studies, History, ICT		
0.01	-0.15		Maths, Science, Mod Foreign Language	Maths, Science, Mod Foreign Language		
0.28	0.22		English, Food/Text Technology	English		
0.77	1.20		Food/Text Technology	Food/Text Technology		
0.11	-0.08		English, Maths	English, Maths		
-0.6	-0.16		English	English		
-1.35	-0.91		English	English		
-1.67	-2.24		Maths, Science, Child Development	English, Maths, Science, Child Development, History		
-0.67	0.32		English	English		
-0.84	-0.70		English, Science, ICT	English, Science, ICT		
0.17	-2.08		English, Maths, Science	English, Maths, Science		
-1.67	-1.73		English, Science, ICT, Construction, Maths	English, Science, ICT, Construction, Maths		
-0.68	-1.2		English, Maths, Art	English, Maths, Art		
-0.84	-0.95		English	English		
-0.42	-0.74		English, Maths, Science, Business Studies	English, Maths, Science, Business Studies		
-3	-3.18		English, Science, Design Technology, History, PE, English	Maths, Design Technology, History, PE, English		
-0.93	-0.61		English, Food/Text Technology, PE	English, Food/Text Technology, PE		
-0.13	0.26		English, Science, History	English, Science, History		
-2.95	-1.45		Maths, Design Technology, History, Sociology	English, Maths, Design Technology, History, Sociology		
-1.38	-1.23		English, Maths, Science, History, Sociology, Food/Text Technology	English, Maths, Science, History, Sociology, Food/Text Technology		
-0.79	0.14		Food/Text Technology	Food/Text Technology		
-0.62	0.02		Art, English	Art, English		
-0.87	-0.08		English, Design Technology	English, Design Technology		
-0.52	-0.83		English, Maths, Drama, Geography	English, Maths, Drama, Geography		

CURRENT YEAR 11 Sept 2016	Progress 8 Score (new P8 methodology matched to 2017 points)			Eng/Maths pair (%)		
	T 3 (Yr.10)	T1 (Yr.11)	T2 (Yr.11)	T 3 (Yr.10)	T1 (Yr.11)	T2 (Yr.11)
Overall (299 students)	-0.199	-0.52	-0.32 (0.08)	52.0	49.2	49.5
Non-Pupil Premium (253 students)	-0.172	-0.47	-0.27 (0.12)	56.7	52.6	53.4
Pupil premium (46 students)	-0.352	-0.75	-0.57 (-0.16)	26.1	30.4	28.3
PPI diff.(cycle)	-0.180	-0.28	-0.30	-30.6	-22.2	-25.1
Summer 2016 difference	-0.44	-0.44	-0.44	-49.9	-49.9	-49.9
Non-PP HAP (129 students)		-0.18	-0.29		82.9	83.7
PP HAP (13 students)		-0.76	-0.74		84.6	84.6
HAP Difference		-0.58	-0.45		+1.7	+0.9
CURRENT YEAR 11 Sept 2016	EBac (%)					
	T 3 (Yr.10)	T1 (Yr.11)	T2 (Yr.11)			
Overall (299 students)	38.3	34.1	33.0			
Non-Pupil Premium (253 students)	41.7	37.5	36.3			
Pupil premium (46 students)	19.6	15.2	15.2			
PPI difference (cycle)	-22.1	-22.3	-21.1			
Summer 2015difference	-22	-22	-22			
Summer 2016difference	-23	-23	-23			
Non-PP HAP (129 students)		64.3	64.3			
PP HAP (13 students)		46.1	41.7			
HAP Difference		-18.2	22.6			

Heads of Faculty have been notified of students under-performing in their subjects and have intervention in place to narrow the difference between PP and Non-PP students in future data captures.

HAP Progress 8 score is a concern with -0.74 (-0.69 new P8 methodology), however two students current score stands at -3.16 (-1.49) and -1.29 (-1.32). This has a major impact when dealing with a cohort size of 13 students. We are encouraged with the performance of HAP on the pair and the EBAC measure.

There is a smaller difference with our current Year 10 students as we are using the same point's scores. The difference for HAPs on the progress 8 score is slightly below the Non-PP HAPs cohort. The HAPs attainment on both the pair and EBAC measure compares favourably and we are encouraged with the predictions for our Year 10 students this term.

CURRENT YEAR 10 Sept 2016	Progress 8 Score			Eng/Maths pair (%)		
	T 3 (Yr.9)	T1 (Yr.10)	T2 (Yr.10)	T 3 (Yr.9)	T1 (Yr.10)	T2 (Yr.10)
Overall (306 students)	-0.24	-0.32	-0.15	67	55.5	66.0
Non-Pupil Premium (254 students)	-0.24	-0.30	-0.11	70	59.5	69.7
Pupil premium (52 students)	-0.24	-0.43	-0.32	51	35.3	46.9
PPI diff.Yr 10/11 (cycle)	0	-0.13	-0.21	-19	-24.2	-22.8
Summer 2016 difference	-0.44	-0.44	-0.44	-49.9	-49.9	-49.9
Non-PP HAP (110 students)		-0.34	-0.16		96.4	95.4
PP HAP (12 students)		-0.43	-0.22		100	100
HAP Difference		-0.09	-0.06		+3.6	+4.6
CURRENT YEAR 10 Sept 2016	Ebac					
	T 3 (Yr.9)	T1 (Yr.10)	T2 (Yr.10)			
Overall (306 students)	45	34.4	44.6			
Non-Pupil Premium (254 students)	50	37.4	49.6			
Pupil premium (52 students)	25	19.6	18.4			
PPI difference Yr 10(cycle)	-25	-17.8	-31.2			
Summer 2015difference	-22	-22	-22			
Summer 2016difference	-23	-23	-23			
Non-PP HAP (110 students)		75.5	82.6			
PP HAP (12 students)		66.7	58.3			
HAP Difference		-8.8	-24.3			

Other Supporting Evidence of Impact

- Year 7 cycle 2 data shows that in English 100% and in Maths 92% of PP students are expected to meet their end of year target grade. The figures for Non PPI students projected to make expected progress are 99% in English and 93% in Maths.
- Year 8 cycle 2 data shows that in English 89.7% and in Maths 55.2% of PP students are expected to meet their end of year target grade. Of those not projected to make expected progress in Maths, a further 14% are currently on -0.5 (expected to achieve 1+ with EOY target grade of 2). The figures for Non PPI students projected to make expected progress are 88% in English and 79% in Maths.
- Year 9 cycle 1 data showed that the difference on P8 score between PP (-1.00) and Non PP (-0.41) is -0.59 with an overall P8 score of -0.47 for the Academy. The English/Maths pair stands at PP (26%)/Non PP (54%) the difference is 28% with 51% expected to achieve both overall. The Ebac for PP (15%) Non PP (32%) difference currently stands at 17% with 31% of our students achieving the Ebac overall.

PUPIL PREMIUM EXPENDITURE - TERM 2 (2016/17)

The Pupil Premium for 2016-17 was set by the government at £935 per eligible pupil; with a smaller amount of £300 paid to schools in respect of children whose parents are currently serving in the armed forces and £1900 for children living in care.

In the Financial Year 2016-17 Garforth Academy has 176 students eligible for the Pupil Premium which will generate a total income of £243,110.

The Academy is focused on closing both relative and absolute differences in student achievement. Decisions made on spending aim to address the complex and varied barriers to learning that can be faced by disadvantaged students to enable transformational change to take place in their educational outcomes. Spending commitments made are based on a detailed understanding of individual needs and aim to maximise the growing body of research and evidence on effective practice. The following key principals underpin our decision making.

1. Focused on outcomes. All pupil premium spending should lead to a quantifiable impact on student achievement and attainment, with a clear plan for impact measurement established before any intervention.
2. Evidence based. Interventions should take account of current research and evidence of best practice. Low effect size interventions should be avoided.
3. Needs based. Funding decisions, especially around expensive tier 3 funding, should be influenced by student need, based upon a thorough knowledge and understanding of individual students.
4. Data driven. Several sources of data should feed into an understanding of what issues disadvantaged pupils might face. Data might include: subject area reports, behaviour and attendance records and performance tracking cycle data.

All data presented in the table below is a summary of information collected from pastoral leaders and subject PP co-ordinators for the current academic year. Detailed breakdown per PP student is available on Excel spreadsheet.

Plan of Pupil Premium Spending		
(Term 2) 2016– 2017		
Subject/Department	Cost	Summary
Pastoral	£51,244	Pastoral team supported PP students with the following: Pastoral Support Programme, Referral to Attendance Improvement Officer, Behaviour Report, Homework Report, Target Report, Punctuality Report, Referral to Safer School's Officer, Referral to Family Support, Referral for Mentoring, Peer Support, Referral to Counselling, Alternative Provision (i.e Grafton, The Elland Academy), Referral to SENIT, Referred to GP, Referred to Mind Mate,

		Referred for Emotional Wellbeing Programme, Inclusion, Skills for Life, Social Care, Career advice meetings, daily support, home visits, parental meetings, attendance support and weekly support.
Maths& ICT	£39,997	Both department supported PP students with the following: small set group, intervention programme, revision sessions, teaching assistant support in class, coursework support, additional tuition, 1 to 1 programmed intervention and provision of resources and equipment.
English	£15,446.80	English department supported PP students with the following: intervention programme, additional tuition, homework support and 1 to 1 programmed intervention. (See Literacy Strategy for Year 7 intervention.
Science	£5,198	Science department supported PP students with the following: small set group, intervention programme, revision sessions, homework support, homework club, teaching assistant support in class and provision of resources and equipment.
Humanities	£16,537	Humanities department supported PP students with the following: intervention programme, revision sessions, homework support, homework club, 1 to 1 programmed intervention, teaching assistant support in class and provision of resources and equipment.
MFL	£897	MFL department supported PP students with the following: small set group, homework support, intervention programme, coursework support.
PE	£2,898	PE department supported PP students with the following: intervention programme and provision of resources and equipment.
Applied Faculty	£10,925	AL departments supported PP students with the following: small set group, intervention programme, revision sessions, teaching assistant support in class, coursework support, additional tuition, 1 to 1 programmed intervention, weekly support and provision of resources and equipment.
Social Science	£1,426	Social Science department supported PP students with the following: intervention programme and revision sessions.
Performing Arts	£7,141.50	Performing Arts departments supported PP students with the following: intervention programme, revision sessions and 1 to 1 programmed intervention.
WRL	£24,955	WRL department supported PP students with the following: small set group, teaching assistant support in class, 1 to 1 programmed intervention and weekly support.
Attendance and Pupil	Refer to Pastoral	The academy provides pupils with specialist support staff

Engagement		to work with pupils and families on relationships and attendance. Our dedicated Inclusion team will continue to work with local agencies to engage students in attendance at the academy, any PP students with attendance issues will be provided with specialist support and modification on timetables to integrate them back into the academy.
LiteracyStrategy	Refer to English	Currently, the Year 7 PP students have extra reading or (PFRP) Premier Football Reading Programme for selected students with a reading below actual age. The weakest students attend English nurture groups (small set groups). One to one support with reading working with the ILC manager. Purchased software programmes 'Cogned' and 'Word shark' to improve working memory and support with Dyslexia.
Careers, Information and Guidance	N/A	<p>Careers Club - a series of after school speakers from a variety of different backgrounds and professions.</p> <p>Year 11 Guidance Process - a series of 4 one-to-one meetings with a designated member of the Guidance Team to explore Post 16 progression and support applications.</p> <p>Careers Drop Down Days as part of PSHCE - sessions delivered by universities, apprenticeship and employment providers, internal careers staff and other organisations such as Prospects and GAP Year companies.</p> <p>Skills Yorkshire and the Humber event - The UK's largest series of careers, jobs and skills events where exhibitors from HE and FE institutions, Apprenticeship providers, the Army, the Navy and other careers organisations attend and speak to students.</p>
Enrichment Development MAAT	N/A	Comprehensive programme (MAAT) of enrichment including Junior Maths Challenge, Living History Day, the M&S Chocolate Pudding Challenge, Guest Authors/Lecturers, attending regional conference for Religious Studies and attending Science Live event. For further information refer to Sean Nesbitt.

Total Expenditure Term 1 (2016/17) = £176,665.30

Strategies to be used next term include:

- Lr to work with departments on raising the profile of PPI students and working towards the positive discrimination policy used by changing the parameters.
- Half termly update on progress of PP students – Allowing for earlier intervention.
- To further develop the current tracking and monitoring system to allow for the detailed collection of progress data and intervention/support data of the PPI students which is subject specific.
- Revising intervention strategy with PP co-ordinators when limited impact is being demonstrated.
- Detailed data is presented every term to SLT and revised information is uploaded on to the Academy website.
- Termly analysis of the data will be made and a report written to identify the effectiveness and cost links of PPI strategies as well as individualised analysis of which methods are effective and should continue and which need to be amended/cease.
- General evaluation of PPI strategies utilised in terms of cost versus success to identify the most cost effective methods.
- Focus work with HAP students to diminish differences.