

**PUPIL PREMIUM 2015/16
EXPENDITURE AND IMPACT REPORT**
(Including KS4 Outcomes)

Number on Roll:	781
Eligible for PPG:	214
% of Cohort:	27%

In the Year 2015/16 The Freeston Academy received £192,574 through the Pupil Premium Grant (PPG).

This group of students is referred to as 'Disadvantaged' by the government and this funding is provided to close the attainment gap and improve in year progress between this cohort and other students. Historically the gap between our disadvantaged group and other students (when leaving the Academy at the end of KS4) was above national averages.

This focus remains one of our key school priorities.

Performance and Raising Standards: we have high expectations of all students at The Freeston Academy and we ensure the funding is spent on improving the life chances of our Disadvantaged students. Support to raise achievement must be bespoke for each individual. We use our knowledge of students to identify potential barriers to learning and use the funding's flexibility to overcome these barriers.

Pastoral and Emotional Support: to support the everyday challenges some of our young people face by providing support for emotional needs, development and safeguarding.

Behaviour for Learning: we carefully consider and provide well- targeted support to improve behaviour where this is a barrier to a student's learning.

Attendance: poor attendance can hinder access to learning, our EWO actively engages with families to enable them to fully understand the importance of good attendance.

Resources: potential funding for resources and extra-curricular events to support students to enhance their opportunities to make progress academically and socially.

We understand the importance of ensuring that day-to-day teaching meets the needs of each learner and the importance of giving students clear, useful feedback about their work, and ways that they could improve it. All teaching staff know those students that are eligible for the Pupil Premium Grant (PPG) and, through accountability for progress, we challenge them to take responsibility, implement strategies and differentiate learning to overcome any learning barriers within the classroom.

Through monitoring and evaluation we can show the positive impact of our spending on the outcomes for Disadvantaged students.

INITIATIVE	Total Est Cost 2015-16	Actual Cost 2015-16	IMPACT
PERFORMANCE AND RAISING STANDARDS			
ASSERTIVE MENTORING	19,000	19,526	<i>Small groups of KS3 and KS4 students were identified to benefit from 1:1 or small group work with a mentor to accelerate progress in core subjects. Despite the mentor leaving mid-year those KS4 students who were actively engaged in the programme were offered continued support through: work with a specialist LSA and tutor time input. KS4 outcomes to be identified August 2016.</i>
KS3 REACH PROGRAMME	14,250	14,055	<i>Reading & comprehension programme delivered by specialist LSA's to improve basis skills and understanding and reading ages. All students involved in the programme made progress in all assessment areas. Development of this initiative will continue in 2016-17 so that students can successfully embed and transfer the improvement they make into their English lessons.</i>

MATHS PROGRAMMES	10,892	11,597	Small group lessons delivered by HLTAs to improve basic numeracy skills and understanding. All students in these groups made progress throughout the year. After school sessions run by HLTAs to prepare identified students for GCSE examinations. The predicted grades for students improved by at least half a grade. Development of the after school sessions will continue into 2016-2017 with a change of emphasis on the small group sessions.
VOCATIONAL TRANSITION	2,392	2,792	<i>Students have an experienced vocational co-ordinator who monitors their visits and attendance at offsite venues. A key link between students, parents and vocational establishments ensured students were fully supported and actively engaged, enabling them to successfully complete 2015-16 courses. Good relationships evidenced which seen an improvement in students' self-esteem enabling them to successfully engage with independent learning requirements.</i>
INSPIRE	1,000	632	<i>Inspiring parents / carers to become more actively involved in their child's education. Positive breakfast meetings and coffee mornings to raise awareness of progress and achievements made during the academic year. Development of parental engagement events to continue in 2016-17.</i>
MORRISBY TESTING	1,200	NIL	<i>Morrisby Testing was replaced in 2015-16 with an in-house Study Skills Programme. Learning Mentor delivered the programme and students were provided with excellent resources to help them with preparation for exams. Evidence of confidence building and encouraging independent planning and learning.</i>
TRACKING PPG STUDENT PROGRESS	8,951	9,175	<i>In-depth tracking on performance data for those classed as eligible for PP funding. Raising whole school awareness of the importance of closing gaps in progress through coaching, support and CPD.</i>
Total Expenditure – Performance and Raising Standards	£57,685	£57,777	

INITIATIVE BEHAVIOUR FOR LEARNING	Total Est Cost 2015-16	Actual Cost 2015-16	IMPACT
OFFSITE PROVISION	22,400	40,081	<i>18 students successfully completed courses at various venues, ranging from Health & Beauty to Construction and Engineering. Ten Year 10 students also completed a transition programme into college life (studying ½ day per week) so they can successfully continue courses in the next academic year.</i>
ACADEMY REINTEGRATION CENTRE	44,822	45,000	<i>Very high percentage of PP students had access to this facility during 2015-16, access to the ARC impacted highly reducing the need for Fixed Term Exclusions ensuring that students remained at school and had the best opportunity to reflect on behaviours that were having a negative influence on their learning. 2016-17 will continue to work on the success of 2015-16 and further strategies will be implemented to tackle recidivists.</i>
NURTURE AND THE ZONE	21,000	24,490	<i>Student feedback shows positive experiences in both Nurture and Zone environments. Students comment that they feel safe in their surroundings and have developed very positive relationships with key staff. Social skills have heightened and students have successfully participated in the end of year support to new vulnerable students introducing them to life at the academy during induction periods. Nurture curriculum has been proven successful and will resume as the students continue their studies in 2016-17.</i>
Total Expenditure – Behaviour for Learning	£88,222	£109,571	

INITIATIVE PASTORAL & EMOTIONAL SUPPORT	Total Est Cost 2015-16	Actual Cost 2015-16	IMPACT
EDUCATIONAL PSYCHOLOGIST	9,000	9,000	<i>90% PP students are included in the caseload of the Educational Psychologist. Covered small group and 1:1 targeted intervention, dealt with issues raised that were preventing good access to education, whilst evidencing the improved social and emotional welfare of students. Advice and guidance for staff proved valuable and enabled them to successfully implement classroom strategies that addressed issues raised and barriers to learning.</i>

SAFEGUARDING OFFICER	14,024	14,069	<i>Impact of referral to Safeguarding Officer ensured that students feel safe and listened to. Positive action to prevent harm allows students to focus of their academic studies. Students have benefited from mentoring and / or, referral to outside agencies where necessary to ensure they are supported effectively. Prevention and awareness training delivered throughout the academic year.</i>
EDUCATION WELFARE OFFICER	17,493	17,740	<i>Extended absence of the EWO has impacted on attendance strategies being fully successful. Caseloads have been limited due to this absence. However for those families who have been targeted, positive outcomes can be realised:</i> <i>KS3: 30 students targeted, 25 improved their attendance (2.08% increase).</i> <i>KS4: 29 students targeted, 25 improved their attendance (1.5% increase).</i> <i>Disadvantaged students' attendance will continue to be a key focus / priority in 2016-17.</i>
Total Expenditure – Pastoral & Emotional Support	£40,517	£40,809	

INITIATIVE RESOURCES	Total Est Cost 2015-16	Actual Cost 2015-16	IMPACT
ADDITIONAL RESOURCES	8,056	4,041	<ul style="list-style-type: none"> <i>Uniform purchases: ensured students met uniform expectations reducing the need to enforce sanctions and ensuring that students were prepared for lessons.</i> <i>PE kits: ensuring students were able to participate and become actively engaged in physical attendance and also ensured that those who are gifted and talented in PE were able to attend off-site extra-curricular events.</i> <i>Trips: students able to participate in English & Drama trips that form topics of study and therefore understanding of key curricular areas is not hindered by non-attendance.</i> <i>Access to the curriculum: students have actively engaged in creative lessons through funding of ad-hoc resources, e.g. music lessons, cookery costs, etc.</i>
Total Expenditure – Resources	£8,056	£4,041	

OVERALL TOTAL EXPENDITURE	£194,480	£212,198	
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EDUCATIONAL OUTCOMES

	2013-2014		2014-2015		2015-2016 (Provisional)	
	Pupil Premium	Other	Pupil Premium	Other	Pupil Premium	Other
5 A*-C GCSE including E&M	26%	63%	29%	64%	25%	60%
Value Added Best 8	978.1	1010.5	965.8	996.9	959.05	1018.19
Best 8 GCSE						