



# SPROWSTON COMMUNITY ACADEMY

## Pupil Premium grant expenditure: Report 2017-18

Number of pupils and PPG received		
Total number of pupils on roll	1189	
Total number of pupils eligible for PPG	248	
Amount of PPG received per pupil	KS3/4 Ever6 = £935 LAC = £2300 Service = £300	
<b>Total amount of PPG received</b>	<b>£223, 225</b>	
Performance of disadvantaged pupils		
<i>(Remove/add other measures below as appropriate to your school phase)</i>	Previous year	Current year
Progress 8 score	-0.7	-0.3
Attainment 8 score	36.63	40.65
Progress English	-0.53	-0.42
Attainment English	8.44 (4.22)	8.65 (4.32)
Progress Maths	-0.65	-0.06
Attainment Maths	7.00 (3.5)	8.09 (4.04)
Progress EBAC	-0.39	0.00
Progress OPEN bucket	-1.15	-0.69

## Summary of PPG spending

### Objectives in spending PPG for 2017/18

Our objectives were laid out in our Pupil Premium Action Plan for 2017/18. These were:

#### To improve the literacy and numeracy levels of PP students

Improved outcomes for HAP PP students, with a particular focus on English

#### Improved Attitude to Learning scores for PP students

Improved attendance of PP students (red at KS4)

#### Improve behaviour and behaviour for learning of PP students

#### To remove physical and financial barriers to learning

#### To support the SEMH needs of PP students

*Green indicates objective largely met*

*Amber indicates some aspects met but some outstanding*

*Red indicates on-going cause for significant concern*

### Summary of spending and actions taken:

Staffing (Leadership and Management)	5 % of 3 Assistant head posts	Contribution to PP strategy and oversight: Curriculum; Y11 intervention; attendance; behaviour	£11, 247
	TLR's of 2 <sup>nd</sup> in English and Science; 3 <sup>rd</sup> in Maths	L&M of PP strategy in E, M and S and intervention strategies	£15. 090
	5% of Literacy co-ordinator role	Impact on whole school literacy	£2, 666
	PP Manager (maternity)	Operational leadership of PP	£28, 385
Staffing (Provision)	75% HLTA English 75% HLTA Maths 25% HLTA SEND Interventions including ARROW	Implementation of 5 year intervention plan in English and Maths including literacy interventions, ARROW and Catch Up Numeracy	£27, 825
	TAs to support disadvantaged students x 2 (1 focussed on HAP)	Operational support of PP students- in class support; mentoring; study support; financial support and recording; barriers/PP passports	£30, 721

<b>Staffing (Personal Development, Behaviour and Welfare)</b>	<b>50% of SEMH worker</b>	<b>1:1 support; outreach to home/parent support; links to external support agencies</b>	<b>£9, 801</b>
	<b>20% of BEST Worker</b>	<b>1:1 support and small group work</b>	<b>£4,254</b>
	<b>25% Attendance Officer</b>	<b>Contribution to improved attendance</b>	<b>£5, 687</b>
	<b>Beacon East Careers Provision</b>	<b>Aspiration; motivation; reducing NEET</b>	<b>£17, 925</b>
	<b>50% of TA to the link post</b>	<b>Contribution to behaviour and inclusion</b>	<b>£7, 229</b>
<b>Resources and Curriculum Support</b>	<b>Printing costs</b>	<b>To compensate for lack of ICT and support admin of PP</b>	<b>£377</b>
	<b>ICT hardware and software</b>	<b>To support learning</b>	<b>£10,000</b>
	<b>50% of DODDLE costs</b>	<b>To support independent learning</b>	<b>£3.450</b>
	<b>Student study support- textbooks, revision guides, ingredients, cameras etc</b>	<b>To allow students to access all areas of learning and to reduce barriers to learning</b>	<b>£3, 469</b>
	<b>Curriculum Essential Trips</b>	<b>To allow students equality of access and to enjoy/benefit from cultural capital</b>	<b>£1, 511</b>
<b>PDBW Support</b>	<b>Uniform</b>	<b>To allow students to access school and feel on a par with peers</b>	<b>£1000</b>
	<b>Transport costs</b>	<b>To allow access to school/alternative provision</b>	<b>£9, 257</b>
	<b>Alternative Provision</b>	<b>To gain employability skills and offset risk of exclusion</b>	<b>£54, 189</b>
	<b>Breakfasts</b>	<b>To fuel a day of learning</b>	<b>£504</b>

## Outcomes to date:

### Progress

See data above for Y11

In year tracking is shown below:

	Y7	Y8	Y9	Y10	Y11
All	-0.08	0.04	0.05	-0.44	-0.2
LAC		-0.33	-0.13		-2.79
Disadvantaged	-0.09	0.09	0.02	-0.59	-0.32
Non-disadvantaged	-0.07	0.02	0.05	-0.39	-0.05

### Strengths:

There is a positive progress gap for English and Maths at Y11

PP students are on track (P8=0) in EBAC subjects at Y11

The overall PP gap is the smallest that it ever has been at SCA and has fallen by almost half a grade

In Y8 disadvantaged students out-performed non disadvantaged students

In Y9 disadvantaged students made good progress, only narrowly short of non- disadvantaged progress

### Areas for Development

English PP progress remains an area for development despite being above non PP

The progress of PP students in the open bucket is significantly below that of non PP students

There is significant concern about the progress of Y10 PP students going into Y11

Outcomes for LAC students remain erratic

## Progress by Subject (Y11)

Subject	Disadvantaged	Non-Disadvantaged
	Prog8	Prog8
French	1.00	1.27
Biology	0.10	0.30
Chemistry	0.10	0.32
Physics	0.10	0.32
BTEC Health and Social Care	0.08	0.78
Mathematics	-0.06	-0.14
Geography	-0.11	0.00
Science Trilogy	-0.15	0.10
Food & Nutrition	-0.17	-0.73
BTEC Sport	-0.35	0.01
Art	-0.40	-0.48
PE GSCE	-0.67	-0.69
Spanish	-0.67	-1.44
Photography	-0.67	0.00
History	-0.74	-0.37
English Language	-0.66	-0.87
English Literature	-0.86	-0.86
Drama	-1.00	-1.08
Computer Science	-1.00	-1.97
Graphics	-1.17	-1.09
Religious Studies	-1.41	-1.02
Resistant Materials	-1.50	-1.00
German	-1.67	-0.50
Textiles	-1.75	-0.63
Media Studies	-1.85	-1.45
Engineering	-2.00	-1.94
Business Studies	-2.00	-0.80
Music	-2.00	-1.77
BTEC Childcare	-2.25	0.00
Economics	-3.00	-2.14

## Attendance

	OVERALL	DISADVANTAGED	NON – DISADVANTAGED	DIFFERENCE
Y7	95.28%	93.53%	95.84%	2.31%
Y8	94.62%	93.62%	94.97%	1.35%
Y9	94.72%	91.90%	95.60%	3.7%
Y10	93.19%	86.66%	95.31%	8.65%
Y11	93.04%	87.96%	94.30%	6.24%
OVERALL	94.17%	90.73%	95.20%	4.47%

### Strengths

Disadvantaged attendance in Y7 and Y8 is very close to our target of 94%

Some attendance strategies have had clear impact with individual students. In particular, HOY intervention, Attendance Support Panels and Medical Evidence letters

The SEMH worker had made an impact on hard to reach cases

Gaps are smaller than in previous years

### Areas for Development

Attendance of disadvantaged students at Y10 and Y11 is a significant concern and a major barrier to learning.

There is a need for more Attendance Support Panels and direct intervention for students and families to support good attendance

## Attitudes to Learning

All	3.03	3.04	3.01	2.94	2.93
Disadvantaged	2.95	2.96	2.79	2.65	2.67
Non-disadvantaged	3.05	3.07	3.07	3.03	2.99

**Area for Development**

Attitudes to learning for the disadvantaged group are consistently lower than the non-disadvantaged group.

**SEMH support**

In the academic year, our SEMH worker worked with 51 students, of whom 65% were PP. Our BEST worker, saw 241 students of whom 27 % were PP