

Cornwallis Academy Pupil Premium Provision

Purpose

The Government provides academies and schools with additional funding to help reduce inequalities and gaps in attainment between those students who meet the Pupil Premium criteria and their peers. This funding is called the Pupil Premium.

Every academy and school can select how they choose to use their Pupil Premium allocation, as they are best placed to know their cohort best and understand their needs. Pupil Premium funding is allocated to the school for students who are:

- Eligible for Free school meals currently or has been in the last six years,
- The child of those who are currently service personnel or who have been within the last five years
- Currently or who has ever been in the care of the state
- Adopted

Our Aim

To narrow the attainment gap between those who are deemed to be economically, socially, emotionally and aspirationally advantaged and those who are not (the latter meeting Pupil Premium criteria). We are determined to ensure that all students regardless of background or prior attainment have their aspirations raised, ambitions nurtured, employability skills and attributes developed and achieve the qualifications necessary to succeed in their next steps.

Funding Received

For the year 2016/17, Pupil Premium funding = £283,305 Ever6 funding, CIC 317,100, SERVICE £900

Educational profile (Census - 5/10/2016)

NC Year	Roll Number	% Boys	% Girls	% SEN	% FSM	% PP	% EAL	CLA/Adopted
7	218	58.7	41.3	10.6	11.9	30	3.7	0.5
8	238	52.5	47.5	20.6	14.7	30	5	1.3
9	250	54	46	6.8	10.8	26	4	0.4
10	227	52	48	11.9	8.8	27	3.5	1.3
11	247	49	51	11.7	10.5	28	3.2	2

2016/17 funding spend based on the PP 2016/17 plan.

Interventions	Description	Impact / Outcome
Student support in the classroom	Literacy and Numeracy support, Additional tutoring via TA if identified as needed.	<ul style="list-style-type: none"> Needs identified and support achieved.
Family Liaison Officer	FLO to support vulnerable students and their family in and outside of Cornwallis Academy. This is largely through home visits, referrals to other agencies and mentoring.	<ul style="list-style-type: none"> Worked with seventy two pupil premium students supporting them and their families with a range of Problems - eviction, family breakdown, financial struggle, health needs, food banks, differing cultural background. Direct link to improving family engagement, attendance and the ability of the young people to engage with their learning. Set up and supported six alternative curriculum placements for disengaged students with poor attendance. All six student's attendance and engagement with learning improved at the Academy they additionally achieved qualifications in forestry.
Attendance monitoring	Attendance officer supports daily, weekly and termly in conjunction with Pastoral teams	<ul style="list-style-type: none"> Individual students improved attendance significantly with attendance team support. Overall whole cohort attendance rose little
Staff Development	All pastoral teams have identified their interventions for PP students as have departments. Regular CPD all staff given training on PP.	<ul style="list-style-type: none"> All staff aware of meaning and purpose of Pupil Premium. Cultural change has made it 'every one's business'
SEN Support	Slow Processing evaluations & testing An Educational Psychologist is at Cornwallis Academy once a week. Risk profiling transition- all year 7 cohort have detailed information collected from visits to primary school. These files are screened for any concerns re attendance and attainment.	<ul style="list-style-type: none"> Assessments made as needed and additional intervention / support achieved.
Counselling	School counsellor available to provide support for vulnerable students.	<ul style="list-style-type: none"> Counsellor worked with thirty four Pupil Premium students this year building their resilience and capacity to learn.

Alternative Curriculum Placements	<p>Cedars/kings reach/ skills centre The Bridge NURTURE groups within school to provide an alternative learning environment for the most vulnerable or those whose attainment is low.</p> <p>PIT STOP is used for students who need time out of regular lessons to work with HLTA this is conjunction with the SEN department</p>	<ul style="list-style-type: none"> • Six students received external support for disengagement, lack of aspiration – their attendance on a Monday improved to 100% overall attendance and behaviour improved. • Four students benefitted from short or long term placements at Cedars. Each student, as a result has moved to more suitable education provision having achieved an EHCP or are re-integrated to mainstream. • Two students were referred to The Bridge the Trust intermediate alternative learning provision • Nurture students received additional literacy and numeracy through the purchase of Successmaker • Pit stop served to support many PP students struggling with individual subjects or mental health / learning challenges
Extra-curricular opportunities	<p>All pupils are informed of extra-curricular opportunities. Fishing offered for those PP students who are becoming disengaged.</p>	<ul style="list-style-type: none"> • Four PP students engaged with the fishing project • Currently no data recorded on uptake of PP students on additional extracurricular provision
Successmaker	<p>Key staff have been trained in the online literacy and numeracy system to support students with low literacy and/or numeracy levels.</p>	<ul style="list-style-type: none"> • Six staff trained in the use and delivery of Successmaker Three different cohorts trialled intervention in different forms Progress seen in all groups but most significant in 1-1 literacy with specialist.
Breakfast Club	<p>To engage and feed PP students on arrival at school to improve engagement and concentration</p>	<p>The trial for this failed since there was very low take up - transport to school is heavily reliant on bus which was unreliable and provision for early arrival very sparse.</p>
Aspirational and motivational interventions	<p>Motivational speaker year 11- separate session for PP focusing on exam skills.</p>	<p>All year 11 Pupil Premium students attended PP specific workshop. No evaluations taken. All year 11 Pupil Premium students were taken to the theatre to see Blues Brothers, an integral part of their English GCSE syllabus.</p>

	All students who were eligible to go on reward trips at the end of year were supported where needed to ensure they were able to go.	A PP students rewarded achieved the trips – in all year groups.
Hardship/Benevolent Fund	Students supported on an individual basis Resources for DT subjects provided Support for uniform, lanyards	All new year 7's arrived and started school fully equipped with correct Uniform and all additional equipment requirements.
Gifted and Talented provision	Students identified as G&T are differentiated for within lessons and are also invited to be part of Arts Award afterschool programme An exam preparation session through Positively Mad was designed for them.	Three students were completing their Gold and Four students their Silver Arts award at the end of this academic year. All Higher attaining students attended a Higher attaining specific workshop on developing their revision techniques.
Information Advice and Guidance	Support from the Careers advisor, mainly for 6 th form and CIC. PP students are given support through interviews with the 6 th form team to plan future pathways. This will allow for interventions to put in place if needed such as additional assistance such as Catch 22 and skills centre with the aim of preventing students becoming NEETS. 6th form supported through KMPF and UKC partnerships.	<ul style="list-style-type: none"> • Currently we have no NEETS- this will be updated in February 2018. • Forty applications to University were made for the whole cohort. • One hundred and forty students including disadvantaged, received financial workshops, Motivational speakers, support for applications and worked with ambassadors from UKC. They also received support with applying to University.
Summer Schools	Year 7 intake PP summer school to aid transition	The PP summer school ran with 100% attendance across the duration of the three days.
Revision Clinics	All invited to attend h/w club and those in need targeted for Easter revision sessions in year 11	<ul style="list-style-type: none"> • This was a popular intervention which gave targeted students additional support. • Easter revision for year 11 provided good preparation for the GCSE exams
Reading Mentors	HLTA reading groups in targeted DEAR (Drop Everything And Read) time for specific students. One to one sessions for low ability students as part of KS3 curriculum.	<ul style="list-style-type: none"> • DEAR time discontinued school wide – this provision did not continue. • Literacy specific HLTA worked with a range of PP students across the year on reading and literacy – latterly utilising the Successmaker programme to extend learning opportunities.

Numeracy Mentors	Nurture group for low ability students as part of KS3 curriculum.	Two classes of eight KS 3 students built into the school curriculum structure. Students benefitted from access to specialist literacy and numeracy intervention through sucessmaker.
Homework Club	Homework club is run by HLTA for PP and SEN students	This was a popular provision well used by both cohorts.
KS4 literacy interventions	Reading and spelling interventions- targeted students on a weekly basis with HLTA	
MathsWatch	Online subscription used in lessons to support learning.	This resource enabled PP students to access learning outside school hours.
Travel	Freedom passes provided for targeted pupils.	This has allowed a few PP students to get to school to learn

Impact of the 2016/17 plan:

Year 11 PPg headline figures – GCSE results

	2015-16	2016-17
Overall school progress 8 residual	-0.05	-0.47
Overall PP group progress 8 residual	-0.48	-0.88
Number PP students with P8 residual above 00.00	18	15
Number – Pp students	60	64
Number - Pp students counted	59	61

Clearly the interventions set out in the 2016-2017 plan have not had the impact that was intended and with some significant exceptions, the overall picture of the progress for these young people as a group in year 11 has been less than that of their peers and below the progress made for those students nationally.

The significant task of raising the awareness of the staff across the whole academy body has indeed taken place and has established a robust foundation on which to be able to move forward with the development for the disadvantaged young people of Cornwallis academy. Much of the work established in the last academic year will bear fruits in the coming years as the practice is embedded and the students who have benefitted rise through the school.

Overall the interventions laid out in the plan have not been monitored or measured sufficiently robustly to be able to identify where the strengths and weaknesses of some of the interventions and activities have been, or if the progress of students was increased further from that which it might have been should there have been no intervention.

Plan for the 2017-2018

Educational profile (Census - 19/10/2017)

NC Year	Roll Number	% Boys	% Girls	% SEN	% FSM	% PP	% EAL	CLA/Adopted
7	213	55.4	44.6	8	17.8	31	5.2	0
8	208	58.7	41.4	8.2	15.4	31.7	4.3	0.5
9	228	53.1	46.9	7	14.5	27.2	5.3	1.3
10	244	53.7	46.3	2.9	11.5	25.8	4.5	0.4
11	220	52.3	47.7	10	9.1	21.4	3.6	1.4

Pupil Premium Plan

The plan for this current academic year has been adjusted and adapted as a result of the evaluation of the 2016-2017 plan. Within each of the areas of activity and spending listed in the table below the plan focus is on:

- **Individual Year group interventions and differentiation of plan**
- **Robust monitoring and measuring of impact**
- **Individualised plans**

Areas of and for Activity and spending	
PP – co-ordinator role	<ul style="list-style-type: none"> • Overview • Intervention Identification and co-ordination, • Intervention monitoring • Intervention evaluation and impact measures • Support of staff • Individualised plans • Co-ordination of multi and external agencies and virtual schools
Support in the classroom	<ul style="list-style-type: none"> • Literacy and Numeracy catch up / additional tutoring • KS4 Maths tutor support • TA / HLTA support
Family Liaison Officer	<p>In conjunction with the year, SEN and attendance teams identify vulnerable individuals.</p> <ul style="list-style-type: none"> • Implement individualised plans • Make appropriate referrals • Support the family • Engage in home visits • Work with external agencies <p>Build constructive and trusting relationships with parents</p>
Intervention Challenge Managers and Head of Year roles	<p>In tandem and with tutors support and develop PP student's Resilience in social and emotional situations to maximise their learning ability and opportunities.</p> <ul style="list-style-type: none"> • Identify needs • Identify and implement individualised plans for academic progress to be made. • Build and nurture constructive and trusting relationships with parents
Attendance Team	<ul style="list-style-type: none"> • Daily, weekly termly monitoring, tracking and information sharing of individual student attendance data with staff, external agencies and parents. • Alerting immediate attendance concerns / vulnerable student absence. • Referral to additional support agencies • Education of parents

SENCO and team	<ul style="list-style-type: none"> • Identification of additional needs within PP group. • Diagnostic testing • Educational Psychologist support • Co-ordination and liaison with LA SEN team • Applications for Higher needs funding and EHCP
Safeguarding team	<ul style="list-style-type: none"> • Increased capacity • Counsellor support • Specialist referrals / intervention referrals
Staff Development	<ul style="list-style-type: none"> • Additional DSL capacity • Co-ordinator training • Visits for best practice to other institutions • Staff training on how to work with and plan for PP students • Raising staff expectations • Regular staff updates on whole PP cohorts and individual pp students • Governor training
Year 6 Transition	<ul style="list-style-type: none"> • Build robust and trusting relationships with feeder Primary schools • Identification of PP group's higher attainers, behaviourally/ socially vulnerable, SEN and low attending from Primary school. • Building relationships with parents – school and home visits • Attendance at multi agency / specialist team meetings • 'Risk profile' students • Pen pictures and individual plans prior to enrolment • Early visits, Transition workshops, 3 day PP summer school.
Alternative curriculum provision	<ul style="list-style-type: none"> • The Gateway • Pitstop • Work experience • Managing me / Mind workshops • External 3rd sector / private specific provision Catch 22 , Skills centre
Subject departments	<ul style="list-style-type: none"> • Bids for specific resources to increase PP access and attainment • Specialist department representative • Use of University and other subject specific thinking and learning deepening providers / systems.
Mentoring	Specific mentoring for specific needs / year groups variously provided by peers, teachers, external staff, leadership team members:

	<ul style="list-style-type: none"> • Higher attainers • Social difficulties • Maths and Numeracy / English and literacy specific • SEN
Aspirational and Motivational developing activities and opportunities	<ul style="list-style-type: none"> • Active working with 3rd sector provision • Active use of Kent and Medway Partnership Foundation (KMPF) specialists in PP student opportunities • Development of relationships with Universities • Higher education PP specific workshops • External trips to develop cultural awareness • Engagement with PP parents and carers to raise aspiration amongst the care providers • PP specific Independent Information Advice and Guidance
Extra-curricular opportunities & support	<ul style="list-style-type: none"> • G&T PP students Arts Award • PP and SEN specific Homework club 1hour 4 days per week • Easter, subject specific revision / coursework time a& activities
Online learning resource subscriptions	<ul style="list-style-type: none"> • Various – to ensure students whilst not on school site are able to continue to access learning resources.
Hardship support	<ul style="list-style-type: none"> • Uniform purchase • Travel • School education resources – revision guides, Design & Technology materials / ingredients