

Pimlico Academy

Pupil Premium Grant Expenditure Policy and Analysis

Background

The Pupil Premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

A Pupil Premium Grant is awarded to the school for each pupil who:

- is from a low income family who are registered as eligible for Free School Meals (FSM) – including pupils registered for FSM in the last six years known as Ever 6 FSM.
- has been looked after for 1 day or more or was adopted from care on or after 30 December 2005, or left care under either a special guardianship order or a residence order.
- has parents in the armed forces.

Pimlico Academy's Principal and school governing body is accountable for the impact of pupil premium funding in the following ways:

- performance tables, which show the performance of disadvantaged pupils compared with their peers.
- details of how we are using the pupil premium and the impact it is having on pupil achievement published online each year.
- the Ofsted inspection framework, where inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium.

Key Spending Principles

At Pimlico Academy, Pupil Premium funding is used to support the learning of disadvantaged pupils based on the following principles:

- Good teaching benefits disadvantaged pupils most - as a result, we invest in experienced and effective class teachers.
- The academy's structured and knowledge-rich curriculum is particularly advantageous for disadvantaged children, so we ensure that we are sufficiently investing in curriculum development.
- Effective tracking enables timely intervention - by individually monitoring pupils for both progress, as well as attainment, we aim to intervene before gaps in attainment widen, as well as support FSM pupils of all abilities in making accelerated progress.
- Pupils who are behind need additional learning time to catch up - we invest in raising attendance, extended day provision, supervised study rooms and tutoring, to enable gaps to narrow. We also aim to maximise the effectiveness of home learning through support for parents.
- Early intervention is crucial - we understand the impact of early identification, and invest in work with parents and pupils during Key Stage 3.
- Life experiences and cultural literacy raise aspirations - so we invest in visiting experts, residential experiences and cultural activities.

- Meaningful evaluation maximises impact - we aim to evaluate the impact of expenditure, wherever possible, and reflect these findings in our future spending. We also use evidence based research, such as the Education Endowment Fund (EEF) Toolkit, to inform our judgements.

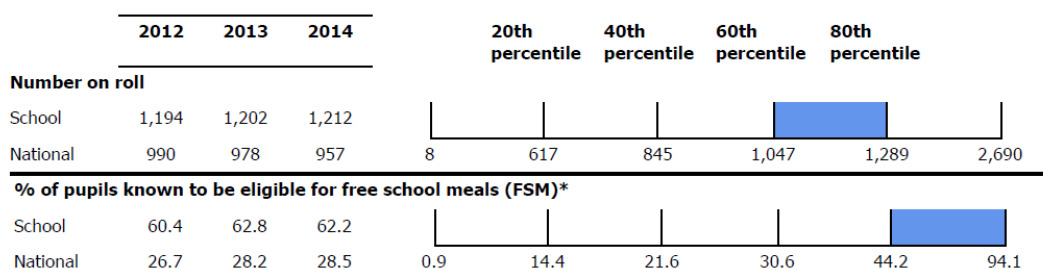
Each year, allocation of funding is determined by the identified gaps in attainment, knowledge of the pupils, and evaluation of the effectiveness of previous spending.

Pimlico Academy and the Pupil Premium

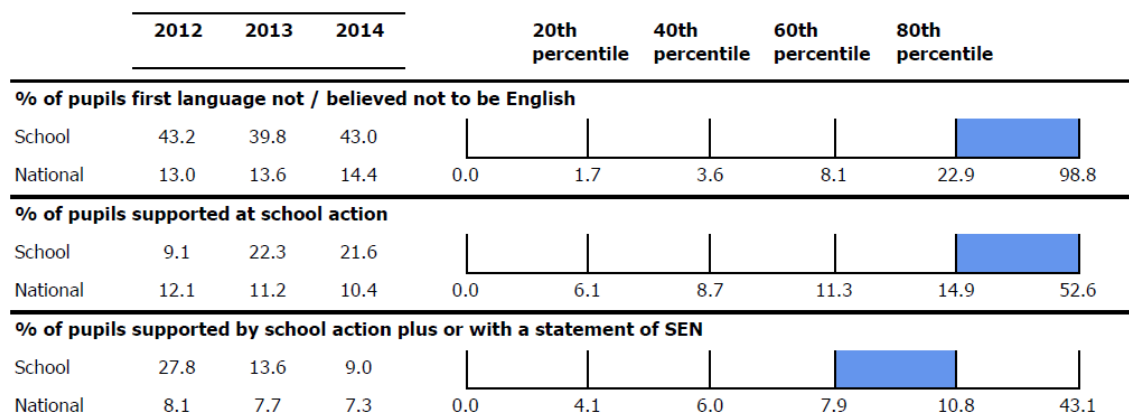
The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The total amount received is shown below:

Financial Year	Number of Secondary pupils on roll (10)	Total Deprivation Pupil Premium	
		Total number of pupils eligible for the Deprivation Pupil Premium	Total allocation for the Deprivation Pupil Premium
2013-2014	1031	647	£582,300
2014-2015	1026	630	£593,000
2015-2016	1024	616	£575,960

The information below shows where the Academy is positioned against other schools nationally based on the characteristics of its students (2013-2014). Here, the Academy is shown to be in the top 20% of schools in terms of the proportion who have received free school meals at some point in the last 6 years. Therefore, the % of students eligible for the pupil premium is considerably higher than the national average.



Additionally, the Academy is in the top 20% in terms of the proportion of students who have English as an additional language, and at least in the top 40% under the legacy categories for Special Educational Needs.



In order to channel the pupil premium funding effectively, it is necessary to ensure that the needs of our students are met through a wide range of strategies. A significant proportion of the funding is used to raise student achievement, through various schemes such as Intervention, Raising Aspirations and Triple A. Given the high proportions of Pupil Premium students with SEN needs, we also use funding to support our most vulnerable

students through our Inclusion department. The Academy also encourages its students to engage in wider aspects of school life through the provision of extra-curricular activities, sport programmes, subsidised trips and music activities. More details can be found in the Spend Summary section of this document.

Performance of pupil premium students at Pimlico Academy

2014/2015 (Provisional)

In 2014/2015, we achieved 62% 5 A*-C with English and Maths. The table below shows how our pupil premium and non-pupil premium students compare. We are also held to account for the progress students make, and in particular, in English and Maths. **The table below shows that the progress gap between our pupil premium and non-pupil premium students is narrow.** Additionally, the progress made by our pupil premium students also exceeds the national non-pupil premium or 'non-disadvantaged' figure.

	2014-2015 Provisional		2013-2014 Final	
	Disadvantaged pupils	Other pupils	Disadvantaged pupils	Other pupils
Percentage of Pupils	60%	40%	58%	42%
English Baccalaureate	31%	46%	31%	43%
Percentage achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs	56%	71%	58%	69%
Percentage of pupils making expected progress in English	81%	80%	79%	90%
Percentage of pupils making expected progress in maths	76%	77%	75%	75%

Pupil premium students achieved 56% 5 A*-C EM and 31% for the EBacc. In both cases this represents, a gap of 15% from non-pupil premium.

The progress gap between pupil premium and non-pupil premium students in English +1%, which is a reverse of the -11% gap in the previous year.

The progress gap between pupil premium and non-pupil premium students in Maths was -1%. There was no gap in the previous year.

GCSE Results 2014/2015 - Pupil Premium			
Title Summary	Funded from pupil premium	Impact (Cohort: Year 11 14-15)	Cost efficiency
<p>Intervention staff Funding part of the salary of 4 intervention tutors who work with PP students. Year 11 – 46 students overall. 22 are pupil premium (48%). Nearly half of the Pupil Premium students receiving intervention had low or very low prior attainment (based on KS2 APS). They are less likely to achieve the thresholds, but are given the best possible opportunity to do so by working with intervention tutors. 60% of pupil premium students receiving intervention were predicted to achieve 5 A*-CEM.</p>	Proportion of tutor salaries £60,960	<ul style="list-style-type: none"> English expected progress for PP students (81%) was above expected progress for non-PP students (78%) Maths expected progress for PP students was equal to Maths expected progress for non-PP students (each were 77%) English more than expected progress for PP students was 42%, significantly above English more than expected progress for non-PP students (36%) Maths more than expected progress for PP students was 36%, significantly below Maths more than expected progress for non-PP students (51%) 	** Progress evidenced through APs is good; however it is a high spend for a smaller cohort of students, so we still have work to do on the Plan-Do-Review process and what precisely tutors work on.
<p>KS4 Administrator Supports KS4 students by developing intervention strategies, providing 1:1 mentoring and developing pastoral support networks.</p>	Proportion of salary £23,290		** Further integration required with Raising Standards priorities
<p>Year 11 intervention budget. Used to recruit further support for key students, provide alternative provision within the academy structure and work with departments to target under-achievement. One tutor specifically targeted at PP students (Tom Dalton). Another had a proportion of PP students (Chloe Shillito).</p>	Proportion of Intervention spend £48,000		*** Successes with individual students, especially those who were predominantly offsite
<p>Department intervention A targeted programme is run by departments based on assessment of the progress that students are making towards their target grades. These intervention sessions are run before school, after school, at weekends and in the holidays in order to maximise student time with departments when they have fallen behind.</p>	£34,000		**/** Dependent on subject. CSU has introduced further guidance on nature and purpose in order to replicate best practice in English and Geography
<p>Intervention materials budget. Used to purchase revision guides, revision materials and other associated costs that would have been otherwise inaccessible to PP students.</p>	£15,000		*** A central part of developing student study skills
<p>Raising Standards team We have two post holders who drive student achievement and progress at Key Stage 4 for all students. They are also specifically accountable for PP achievement and progress at that key stage.</p>	Proportion of TLRs £9,055		*** (Y11) Year 11 post has been successful in improving dept focus. Y10 post is newly created and so is yet to show

			evidenced impact.
Triple A programme The Triple A programme runs as part of our challenge for the most able students	£4,500	92% of Triple A pupil premium students achieved the EBacc (17% A*-A in EBacc subjects), 100% 5 ACEM (33.3% 5 A*-A EM), 100% made 3 levels progress in English (83.3% 4 levels). 100% made 3 levels progress in maths (83.3% 4 levels).	** Positive efficiency as it is low-cost. However, outcomes need to be all 100%
Proportion of Raising Aspirations post Speakers, University visits, workplace visits, summer schools and academic mentoring run with Universities	Proportion of spend and salaries £21,250	Every pupil has been on one event, and all students have access to multiple trip opportunities. All Y9, Y11 and Post 16 student had access to multiple career opportunities at our careers fairs, and student voice/visitor feedback was overwhelmingly positive	** Next step is even closer tracking of student impact for external visitors and opportunities.
Cost of PP subsidy for trips In order to ensure that PP students get equal and fair access to trips, we have used funding to subsidise trips that would otherwise have been inaccessible for students.	£7,000		*** Value for money as it is a small outlay relative to participation.
Cost of materials for technology subjects. We provide free materials for all students for these subjects so that there is fair and equal access for all students, including PP students who would not otherwise be able to afford the materials.	£5,800	Equal opportunities. A higher proportion of PP pupils take up at least one technology subject at GCSE than school average. Chef Club also offers extra-curricular opportunity.	** Participation excellent, but not consistent outcomes
Year 7 Musictrax programme Musictrax is a whole-cohort programme aimed at introducing Year 7 students to playing a musical instrument. This affords many students the opportunity to learn an orchestral instrument, which is an opportunity that many would otherwise not be able to afford.	£61,303	Wider pupil participation, including in whole-school events. Greater number of PP pupils continuing with music tuition than previously	*** Value for money, especially when clawback of tuition fees can be factored into the process.
Year 8 Old Malthouse residential The residential is a week-long trip for all Year 8 students. For many it is the first opportunity they have to stay away from home, and to visit the countryside. PP students would otherwise not be able to access the developmental opportunities that the residential programme offers.	(school contribution to total cost) £49,491	Development of student character and wider pupil participation and cohesiveness. Result is greater participation in student leadership, Brilliant Club, charity committees as well as fewer exclusions and behaviour incidents.	*** Valuable, particularly as it has an impact on whole year group.
Saturday Sport budget We offer a comprehensive programme of sport to promote healthy lifestyles and provide greater connections between academy and students.	£5,000	PP students make up a significant proportion of Saturday Sport participation numbers. Numbers of participants at Saturday Sport have been increasing, and are now reaching almost 300 per day.	*** Value for money in terms of wider regular engagement

<p>Pastoral support costs We use funding to continue the outstanding pastoral support that we provide for all pupils. This includes 4 full-time Pastoral Managers as well as the Learning Community Leader, who between them provide comprehensive support to pupils and families. This ensures that there is a well-established network of support for all pupils, including PP pupils.</p>	<p>Proportion of salary costs £123,133</p>	<p>Impact on achievement, attendance, punctuality, low rates of exclusion (both fixed-term and permanent)</p>	<p>*** A central part of our pastoral system, and one that we have transferred to the new horizontal system</p>
<p>Attendance meetings The Academy continues to monitor and work with students and parents to improve attendance. This includes the work of the attendance office, the Family Liaison Officer, the PSMs and Heads of Year to improve attendance.</p>	<p>Proportion of relevant staff salaries £52,000</p>	<p>The current gap between pupil premium and non-pupil premium attendance is 1.1%, compared with 3.2% nationally (RAISE 2014).</p>	<p>** Support system results in clear narrowing of gaps.</p>
<p>Free breakfast and free fruit We provide free breakfast for all students. This encourages a healthy start to the day, and also improves attendance and punctuality for PP students.</p>	<p>£7,200</p>	<p>The proportion of pupil premium students who are persistent absentees is 7.4% and is significantly better than that of the national figure of 11.5% (RAISE 2014).</p>	<p>Further work needed in directing funding towards specifically</p>
<p>Summer School We target PP pupils to attend our summer school, which provides a secure and graduated transition from primary to secondary school.</p>	<p>£17,000</p>	<p>and non-pupil premium</p>	<p>continuing to narrow the gaps and raise overall attendance</p>

The above does not represent an exhaustive list of provisions made which benefit Pupil Premium students but is a reflection of the nature of our financial expenditure to ensure that all students thrive during their time in the academy.