

## Pimlico Academy Pupil Premium

### 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.

## Pimlico Academy and the Pupil Premium

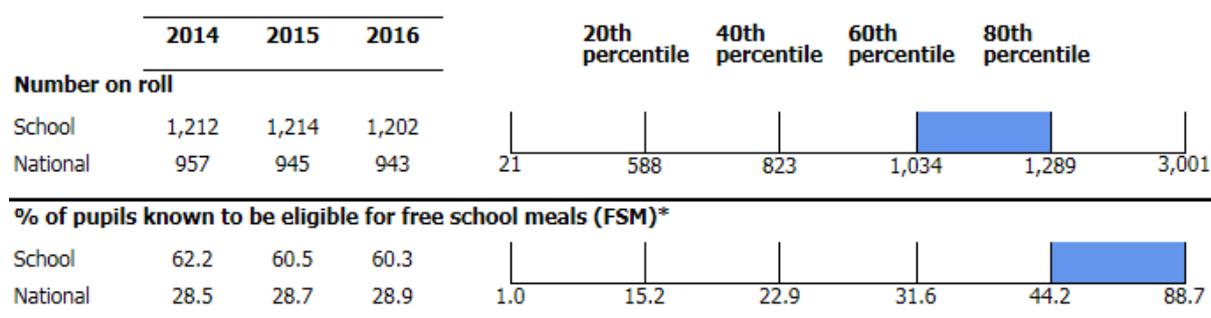
The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The total amount received is shown below:

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
2017-2018	1157	592	£570,000

The information below is taken from the limited **unvalidated 2017 data** that is available and the **validated 2016 Raise report**. More detailed data on the performance of PA in 2017 will be available at the end of November. This report will be updated when the data is available.

### Pimlico Academy student characteristics

The table below shows where the Academy is positioned against other schools nationally based on the characteristics of its students. 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.



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

### GCSE Outcomes

#### Progress 8 (2017 unvalidated compared to 2016 validated)

	2017		2016	
	All	Dis	All	Dis
<b>Cohort</b>	187	106	183	104
<b>Score</b>	0.30	0.31	0.33	0.36

	Progress 8					
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
<b>Cohort</b>	26	18	89	56	72	32
<b>PA Score 2017</b>	0.23	0.43	0.47	0.28	0.12	0.28
<b>National 2016</b>	0.00	0.19	0.00	0.14	0.00	0.07
<b>Difference from 2016 National</b>	0.23	0.24	0.47	0.14	0.12	0.21
<b>PA Score 2016</b>	0.35	-0.01	0.39	0.35	0.16	0.1

The progress 8 score of 0.31 for disadvantaged pupils indicate that they are estimated to have made 0.31 of a grade more progress than disadvantaged students nationally. Disadvantaged students made similar progress compared to all students (0.30). National figures for P8 are currently not available for 2017. Figures for Pimlico Academy are indicated red. In terms of ability, disadvantaged students make better progress than non-disadvantage for low and high ability students.

#### Attainment 8 (2017 unvalidated compared to 2016 validated)

	2017		2016	
	All	Dis	All	Dis
<b>Cohort</b>	201	108	195	110
<b>School</b>	49.6	48.3	53.4	52.2
<b>National</b>	Tbc	Tbc	49.5	52.7
<b>Difference</b>	Tbc	Tbc	3.89	-0.5

	Attainment 8					
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
<b>Cohort</b>	26.00	18	89	56	72	32
<b>Score</b>	28.06	30.7	45.8	44.7	61	63

Overall attainment figures for Pimlico Academy in 2017 show a small difference between disadvantaged and all students. When considering attainment for ability groups, disadvantaged students have performed slightly better than all students for High and Low ability.

### Progress 8 and Attainment 8 2016 (Validated)

Progress 8							Attainment 8																		
<b>Overall</b>																									
Cohort		All		Dis		Cohort		All		Dis		Cohort		All		Dis									
Score		183		104		195		110		53.39		52.19		49.50		52.72									
CI +/-		0.33		0.36		3.89		-0.52		0.15		0.20		0.15		0.20									
Rank		0.15		0.20		0.15		0.20		0.15		0.20		0.15		0.20									
		Low		Middle		High				Low		Middle		High											
		All		Dis		All		Dis		All		Dis		All		Dis									
Cohort		30		18		108		61		45		25		30		18		108		61		45		25	
Score		0.35		0.18		0.39		0.49		0.16		0.17		36.75		33.75		53.66		53.66		65.19		64.20	
National		0.00		0.19		0.00		0.14		0.00		0.07		28.56		31.32		49.01		50.77		64.30		65.12	
Difference		0.35		-0.01		0.39		0.35		0.16		0.10		8.19		2.43		4.66		2.90		0.89		-0.92	
CI +/-		0.38		0.49		0.20		0.27		0.31		0.42		0.8		0.2		0.5		0.3		0.1		-0.1	
Rank						12																			

NB: Progress 8; Nationally all students on 0 (bench mark); If students do better than national average get a + P8 score, worse -ve.; Score are the schools figures; National comparator used for disadvantaged pupils is non-disadvantage pupils .

### Summary of 2016 overall RAISEonline data

Ability band	Progress 8		Attainment 8	
	PA disadvantaged compared to ALL students nationally	PA disadvantaged compared to Non-disadvantaged students nationally	PA disadvantaged compared to ALL students nationally	PA disadvantaged compared to Non-disadvantaged students nationally
High	+0.17	+0.10	-0.10	-0.92
Middle	+0.49	+0.35	+4.65	+2.90
Low	+0.18	-0.01	+5.19	+2.43

### 2016 Progress 8

P8 Score 0.36 for all and disadvantaged (DIS) students in PA make about a third of a grade higher than nationally. In terms of ability:

- Middle: PA disadvantaged students make 0.49 grades more progress than all students nationally. Nationally 0.14 figure under DIS means progress non –disadvantaged made compared to all middle ability students. So the difference is 0.35, indicates that our middle ability DIS students make 0.35 of a grade higher than non-disadvantaged pupils. This is significant since the CI  $\pm$  0.27, gives the true value somewhere between (+0.08 and +0.62). Range is positive, hence significant so green. Shading is light green. Which states that we are not in the top 10%. But the rank of 12 indicates we are in the top 12% nationally.
- High: PA disadvantaged make more progress than nationally by 0.10 (this is effectively in line with national). National 0.07 figure under DIS means progress of non-disadvantaged

compared to all high ability students. The difference of +0.10, indicates that our high ability students make 0.1 more progress than non-disadvantaged pupils.

- Low: PA disadvantaged make more progress than nationally by 0.18. National 0.19 figure under DIS means progress of non-disadvantaged compared to all Low ability students. The difference of -0.01, indicates that our low ability students make 0.01 of a grade less progress than non-disadvantaged pupils, i.e. The progress of our low ability disadvantaged is in line with the national non-disadvantaged.

### Attainment 8

- Middle: PA disadvantaged students have an attainment 8 score **4.65 higher** (53.66-49.01 = 4.65) than **all students nationally** (equivalent one half of a grade higher per GCSE). Our middle ability students have an attainment 8 score 2.90 higher than **all non-disadvantaged students nationally** (equivalent to one quarter of a grade higher per GCSE).
- High: PA disadvantage high ability students have an attainment 8 score 0.10 lower than all students nationally. Our high ability students have an attainment 8 score 0.92 lower than **all non-disadvantaged** students nationally (equivalent to about one tenth of a grade lower per GCSE).
- Low: PA disadvantaged students have an attainment 8 score 5.19 higher than **all students nationally** (equivalent to half a grade higher per GCSE). Our low ability students have an attainment 8 score 2.43 higher than **all non-disadvantaged students nationally** (equivalent to one fifth of a grade higher per GCSE).

### Ebac element -validated RAISEonline data (Progress 8 and Attainment 8)

In terms of Progress 8, our disadvantaged students are in the top 4% nationally.

Progress 8							Attainment 8										
<b>Ebac element</b>																	
Cohort		All		Dis		Cohort		All		Dis		Cohort		All		Dis	
Score		0.74		0.80		183		104		195		110		15.93		15.66	
CI +/-		0.20		0.27		5		4		13.64		14.81		Difference		2.29 0.85	
Rank		5		4													
		Low		Middle		High				Low		Middle		High			
		All Dis		All Dis		All Dis				All Dis		All Dis		All Dis			
Cohort		30 18		108 61		45 25		Cohort		30 18		108 61		45 25			
Score		0.68 0.41		0.89 1.04		0.42 0.50		School		9.63 8.39		16.20 16.30		19.92 19.76			
National		0.00 0.21		0.00 0.18		0.00 0.09		National		6.35 7.22		13.27 13.96		18.90 19.22			
Difference		0.68 0.20		0.89 0.86		0.42 0.41		Difference		3.28 1.17		2.94 2.34		1.02 0.54			
CI +/-		0.50 0.64		0.26 0.35		0.40 0.54		Diff (grades)		1.1 0.4		1.0 0.8		0.3 0.2			
Rank				6 4		12 9											

## Summary of EBacc element RAISEonline data

Ability band	Progress 8		Attainment 8	
	PA disadvantaged compared to ALL students nationally	PA disadvantaged compared to Non-disadvantaged students nationally	PA disadvantaged compared to ALL students nationally	PA disadvantaged compared to Non-disadvantaged students nationally
High	+0.50	+0.41	+0.86	+0.54
Middle	+1.04	+0.86	+3.03	+0.54
Low	+0.41	+0.20	+2.04	+1.17

### Progress 8

In terms of ability:

- Middle: PA disadvantaged students following EBacc make 1.04 grades more progress than all students nationally. Compared to non-disadvantaged students nationally, our disadvantaged EBacc students perform better by 0.86 of a grade. Our disadvantaged middle ability students have a ranking of 4 (top 4% nationally in terms of this performance).
- High: PA disadvantaged students following EBacc make 0.50 grades more progress than all students nationally. Compared to non-disadvantaged students nationally, our disadvantaged EBacc students perform better by 0.09 of a grade.
- Low: PA disadvantaged students following EBacc make 0.41 grades more progress than all students nationally. Compared to non-disadvantaged students nationally, our disadvantaged EBacc students perform better by 0.20 of a grade.

**Attainment 8** (NB: 2.85 attainment points is equivalent to 1 grade in this Ebacc measure)

- Middle: PA disadvantaged students following EBacc have an attainment 8 score **3.03 higher** (16.30-13.27=3.03) than **all students nationally** (equivalent to one grade higher per GCSE). Our middle ability students have an attainment 8 score 2.34 higher than **all non-disadvantaged students nationally**. Our middle ability disadvantaged students are above non-disadvantaged middle ability students.
- High: PA disadvantaged high ability students following EBacc have an attainment 8 score 1.86 higher than all students nationally (in line with all students nationally). Our high ability students have an attainment 8 score 0.54 higher than **all non-disadvantaged** students nationally (i.e. they are in line with high ability non-disadvantaged students).
- Low: PA disadvantaged students following EBacc have an attainment 8 score 2.04 higher than **all students nationally** (equivalent to 0.7 of a grade higher per GCSE). Our low ability students have an attainment 8 score 1.17 higher than **all non-disadvantaged students nationally** (equivalent to 0.4 of a grade higher per GCSE).

**Year 11 2016/2017**

Title Summary	Funded from pupil premium	Provisional Impact (Cohort: Year 11 16- 17) Based on predictions made at AP2	Cost efficiency
<b>Intervention staff</b> Funding part of the salary of 3 intervention tutors who work with PP students.	Proportion of tutor salaries £64,800	English and Maths following 1-9 grades. Uncertainty in attainment and progress of students due to first year of new system. Not possible to compare gaps with previous years. • English predicting a gap of 18.2% between PP and NPP for grade 4+	** 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.
<b>KS4 Administrator</b> Supports KS4 students by supporting the attendance of students to intervention and to actual examinations and developing pastoral support networks.	Proportion of salary £21,200	• Maths are predicting a gap of 8.2% between PP and NPP for grade 4+.	** Further integration required with Raising Standards priorities
<b>Careers Fair</b> Targeted students given guidance of opportunities in education and the world of work.	Staff time and refreshments for guest presenters £3000	• Percentage of students getting 4+ in English and Maths gap of 14.9% • EBACC prediction estimate 16% gap	** PP students who have no background of further education targeted
<b>Year 11 intervention budget.</b> Used to recruit further support for key students, provide alternative provision within the academy structure and work with departments to target under-achievement.	Proportion of Intervention spend £32,000		*** Successes with individual students, especially those who were predominantly offsite
<b>Department intervention</b> 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.	£34,000		**/** Dependent on subject. CSU has introduced further guidance on nature and purpose in order to replicate best practice in English and Geography
<b>Intervention materials budget.</b> Used to purchase revision guides, revision materials and other associated costs that would have been otherwise inaccessible to PP students.	£2,000		*** A central part of developing student study skills
<b>Raising Standards team</b> 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.	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.
<b>Other Year Groups 2016/2017</b>			
<b>Proportion of Raising Aspirations post</b> Speakers, University visits, workplace visits, summer schools and academic mentoring run with Universities	Proportion of spend and salaries £22,250	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.
<b>Cost of PP subsidy for trips</b> 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.
<b>Cost of materials for technology subjects.</b> 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
<b>Year 7 Musictrax programme</b> 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.
<b>Year 7 residential</b> The residential is a week-long trip for all Year 7 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) £30,100	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.
<b>Saturday Sport budget</b> We offer a comprehensive programme of sport to promote healthy lifestyles and provide greater connections between academy and students.	£9,000	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
<b>Pastoral support costs</b> We use funding to continue the outstanding pastoral support that we provide for all pupils. This includes 3 full-time Pastoral Managers as well as an ASO 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.	Proportion of salary costs £127,500	Impact on achievement, attendance, punctuality, low rates of exclusion (both fixed-term and permanent)	*** A central part of our pastoral system, and one that we have transferred to the new horizontal system

<b>Attendance meetings</b> 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.	Proportion of relevant staff salaries £52,000	The current gap between pupil premium and non-pupil premium attendance is 0.6%, compared with 3.2% nationally (RAISE 2014).	<b>**</b> Support system results in clear narrowing of gaps.  Further work needed in directing funding towards specifically continuing to narrow the gaps and raise overall attendance relative to national.
<b>Free breakfast and free fruit</b> We provide free breakfast for all students. This encourages a healthy start to the day, and also improves attendance and punctuality for PP students.	Breakfast £9,000 Fruit £5400		
<b>Summer School</b> We target PP pupils to attend our summer school, which provides a secure and graduated transition from primary to secondary school.	£4,000		

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.

## Year 7 Catch Up Premium Outcomes and Provision

### Year 7 Context

Year	Roll	PP	EAL	KS2 Average Scaled	CATs Range and Mean
2017	2015	53.5%	49.8%	103.4	70-137, mean 103
2016	208	61.6%	39.9%	102.6	78-133, mean 102

Catch-up Premium profiles	2016-17	2017-18
Total number of year 7 students	199	215
Number of students eligible	19	19
Percentage of students eligible	9.5%	8.8%
Average Scaled score (all students)	102.6	103.4
English catch-up average scaled score	90.2	95.0
Maths catch-up average scaled score	83.0	90.5

In the academic year 2015-16 and earlier, the catch-up premium was awarded to those not achieving level 4 in English, maths or both. From the academic year 2016-17, the KS2 assessment system changed, with outcomes measured using a scaled score. A pupil's scaled score is based on their raw score (total number of marks a pupil scores in a test) and from this a scaled score is calculated to allow for comparison. A scaled score of 100 will always represent the expected standard on the test.

Pupils scoring 100 or more will have met the expected standard, those below are deemed not to have met the expected standard. The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2 (KS2). As a comparison between the two assessment systems is not possible, the Government agreed to match funding. In 2015-16, 19 students did not reach the required bench mark, so for 2016-17 and the current academic year 19 students with the lowest scale scores were identified as the catch up premium cohort. As a pupil group, their performance is monitored and provision is put in place to close the gap between their attainment and their peers.

### **Funding**

<b>Catch-up Premium</b>	<b>Amount</b>
2015/16	£10,000
2017/18	£10,000

### **2016-17 Attainment**

Given the difference in grading systems between KS2 national curriculum scaled score system and our own assessment point grades in year 7 (1-9 grades), measuring the progress of these students was achieved through the use of a KS2 conversion to the 1-9 scale and monitoring how Year 7 AP1 and Year 7 AP2 outcomes compared from this baseline.

Students identified as catch-up premium in English were given literacy support lessons led by the Inclusion department. This was instead of after school lessons in most cases or instead of MFL lessons. Students have been encouraged to read in i-space time and boxes of books of suitable challenge have been provided for the catch-up premium students. In Maths, students have benefited from the introduction of the Maths mastery course. The inclusion provided an extensive programme of in class support, focussing on the catch-up premium students as directed by teaching staff.