

Pimlico Academy

Pupil Premium Grant Expenditure and Student Outcomes

PP funding received

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
2018-2019	1174	653	£562,000

Year 11 2018/2019

The table below 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.

Title Summary	Funded from pupil premium	Provisional Impact (Cohort: Year 11 18-19) Based on predictions made at AP2	Cost efficiency
Intervention staff 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.	** 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.
KS4 Administrator Supports KS4 students by supporting the attendance of	Proportion of salary £21,200	Not possible to compare gaps	** Further integration required with Raising Standards priorities

students to intervention and to actual examinations and developing pastoral support networks.		with previous years.	
Careers Fair Targeted students given guidance of opportunities in education and the world of work.	Staff time and refreshments for guest presenters £3000	<ul style="list-style-type: none"> English predicting a gap of 18.2% between PP and NPP for grade 4+ Maths are predicting a gap of 8.2% between PP and NPP for grade 4+. 	** PP students who have no background of further education targeted
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.	Proportion of Intervention spend £32,000	<ul style="list-style-type: none"> Percentage of students getting 4+ in English and Maths gap of 14.9% EBACC prediction estimate 16% gap 	**Successes with individual students, especially those who were predominantly offsite
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	£34,000		**/** Dependent on subject. CSU has introduced further guidance on nature and purpose in order to replicate best practice in English and Geography

when they have fallen behind.			
Intervention materials budget. 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
Raising Standards team We have 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.
Other Year Groups 2017/2018			
Proportion of Raising Aspirations post 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.
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.

<p>Cost of materials for technology subjects. We provide free materials for all students to use for the 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.</p>	<p>£5,800</p>	<p>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.</p>	<p>**Participation excellent, but not consistent outcomes</p>
<p>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.</p>	<p>£48,000</p>	<p>Wider pupil participation, including in whole-school events. Greater number of PP pupils continuing with music tuition than previously</p>	<p>*** Value for money, especially when clawback of tuition fees can be factored into the process.</p>

<p>Year 7 residential 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.</p>	<p>(school contribution to total cost) £22,000</p>	<p>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.</p>	<p>*** Valuable, particularly as it has an impact on whole year group.</p>
<p>Saturday Sport budget We offer a comprehensive programme of sport to promote healthy lifestyles and provide greater connections between academy and students.</p>	<p>£9,000</p>	<p>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.</p>	<p>***Value for money in terms of wider regular engagement</p>
<p>Pastoral support costs 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</p>	<p>Proportion of salary costs £127,500</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>

ensures that there is a well-established network of support for all pupils, including PP pupils.			
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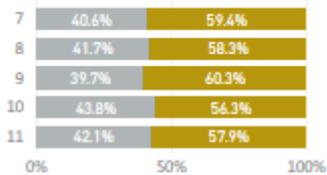
<p>Attendance meetings The Academy continues to monitor and work with students and parents to improve attendance. This includes the work of the attendance office, the Family Liaison Officer, the PSMs and Heads of Year to improve attendance.</p>	Proportion of relevant staff salaries £52,000	The current gap between pupil premium and non-pupil premium attendance is 0.6%, compared with 3.2% nationally (RAISE 2014).	<p>** Support system results in clear narrowing of gaps.</p> <p>Further work needed in directing funding towards specifically continuing to narrow the gaps and raise overall attendance relative to national.</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. We also provide free fruit at break times to encourage and support a healthy eating agenda.</p>	Breakfast £20,000 Fruit £8000		
<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>	£4,000		

Pimlico Academy and the Pupil Premium

Pimlico Academy student characteristics

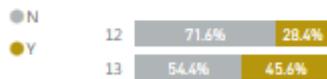
Pimlico Academy continues to be in the top 20% of schools in terms of the proportion who have received free school meals at some point in the last 6 years. Therefore, the percentage of students eligible for the pupil premium is considerably higher than the national average. The table below shows the percentage of students in each year group.

% by year and PP



Post-16 (disadvantage FSM in Yr11)

FSM Yr11



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 with high quality teaching a priority. A significant proportion of the funding is used to raise student achievement, through various schemes such as Intervention and Raising Aspirations. 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

The information below is taken from the limited **Unvalidated 2018 data**

Progress 8 trend (2018 Unvalidated)

	2018		2017		2016	
	All	Dis	All	Dis	All	Dis
Cohort	199	115	201	108	195	110
Score	0.53	0.46	0.30	0.31	0.33	0.36

The progress 8 score of 0.46 for disadvantaged pupils indicate that they are estimated to have made 0.46 of a grade more progress than disadvantaged students nationally. Disadvantaged students made similar progress compared to all students (0.53). National figures for P8 are currently not yet available for 2018. However, 2017 national figures indicate that disadvantaged students had a P8 of -0.4 in state funded schools. Disadvantaged students in Pimlico of +0.46 indicates a difference of 0.86 higher than national figures.

	Progress 8					
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	12	8	90	60	82	43
PA Score 2018	0.54	0.78	0.54	0.45	0.44	0.21
PA Score 2017	0.18	0.12	0.46	0.29	0.15	0.10

Figures for Pimlico Academy are indicated red. In terms of ability, disadvantaged students make better progress than non-disadvantage for low ability students. There is a small gap when comparison is made between all students and pupil premium in middle and high ability groups. Compared to 2017, disadvantaged students made more progress in all ability bands.

Attainment trend 8 (2018 Unvalidated)

	2018		2017		2016	
	All	Dis	All	Dis	All	Dis
Cohort	199	115	201	108	195	110
School	54.0	50.9	49.6	48.3	53.4	52.2
National	TBA	TBA	49.8	37.0	49.5	52.7
Difference	TBA	TBA	-0.2	+11.3	3.89	-0.5

2018 estimated A8 figures show improvement from 2017 for all and disadvantaged students.

Cohort	Attainment 8					
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
2018	36.7	32.6	45.3	45.0	64.6	62.6
2017	27.7	27.4	45.6	43.8	61.6	61.0

Attainment figures for 2018 are estimated to have increased in each ability group compared to 2017 figures.

Summary of EBacc element (Unvalidated 2018)

Ability band	Progress 8		Attainment 8	
	All	Dis	All	Dis
High	0.67	0.67	66.1	62.6
Middle	0.80	0.79	45.3	45.0
Low	1.50	0.72	36.7	32.6

Progress 8

In terms of ability:

- High and middle ability disadvantaged students are estimated to have made the same progress as all students in the year 11 cohort.
- Low ability students at P8 of 0.72, is significantly less progress than suggested by all pupil premium students in the year 11 cohort (1.50)

Attainment 8

In terms of ability:

- Middle ability disadvantaged students are estimated to have an A8 figure similar to all students in the year 11 cohort at (A8 of 45).
- High and low ability disadvantaged students are estimated to be about 4 points lower

Gender comparison:

The table below compares estimated figures for female and male disadvantaged students. As can be seen female disadvantaged students outperform boys on all measures except for value added in Maths. Disadvantaged males are estimate to have made 0.5 grade less progress than females. The value added of females in English is 0.8 (close to a grade), whereas boys at 0.03 is estimate to be in line with national figures. EBacc figures for females are also stronger (value added of 1.03 compared to 0.49 for males).

All students	All Disadvantaged	Female dis.	Male dis.
54.0 A8	50.9 A8	54.2 A8	48.1 A8
0.54 P8	0.46 P8	0.73 P8	0.23 P8
0.53 En_VA	0.38 En_VA	0.80 En_VA	0.03 En_VA
0.26 Ma_VA	0.27 Ma_VA	0.22 Ma_VA	0.32 Ma_VA
0.79 EB_VA	0.73 EB_VA	1.03 EB_VA	0.49 EB_VA
0.47 Open_VA	0.35 Open_VA	0.72 Open_VA	0.03 Open_VA

The table below compares looks at performance by gender across all ability groups for disadvantaged students.

All students	High ability male dis.	High ability female dis.	Middle ability male dis.	Middle ability female dis.	Low ability male dis.	Low ability female dis.
54.0 A8	60.2 A8	65.2 A8	42.9 A8	47.4 A8	29.2 A8	38.3 A8
0.54 P8	0.15 P8	0.59 P8	0.25 P8	0.78 P8	0.45 P8	1.33 P8
0.53 En_VA	-0.17 En_VA	0.59 En_VA	0.12 En_VA	0.85 En_VA	0.33 En_VA	1.73 En_VA
0.26 Ma_VA	0.42 Ma_VA	0.16 Ma_VA	0.18 Ma_VA	0.11 Ma_VA	0.78 Ma_VA	1.58 Ma_VA
0.79 EB_VA	0.42 EB_VA	0.93 EB_VA	0.52 EB_VA	1.11 EB_VA	0.56 EB_VA	0.97 EB_VA
0.47 Open_VA	-0.15 Open_VA	0.45 Open_VA	0.13 Open_VA	0.87 Open_VA	0.25 Open_VA	1.28 Open_VA

Disadvantaged males in all ability bands are estimated to perform less well than disadvantaged females in all ability groups.