



Dartmouth Academy - Policy and Practise for Pupil Premium

Introduction:

The Pupil Premium for 2014-15 is allocated to schools and academies with children on roll in January 2014 that are **known to have been eligible for free school meals (FSM) at any time in the last six years**; those children who are CLA and those who are from Service families.

The Department for Education website states:

“The pupil premium gives schools extra funding to raise the attainment of disadvantaged pupils from Reception to year 11.

We introduced a fund of £625 million in April 2011 to give schools £400 per year for:

- every child currently registered as eligible for free school meals
- children who have been looked after for 6 months or longer

From April 2012, pupil premium funding was also extended to:

- all children eligible for free school meals at any point in the past 6 years

In the 2013 to 2014 financial year, funding for the pupil premium increased to £1.875 billion. As a result, the amount we give schools for each pupil who attracts the funding has increased to £900 per pupil.

All pupils in primary schools also attract an additional £53. This means that schools will get a total of £953 for each primary school pupil in the 2013 to 2014 financial year.

In the 2014 to 2015 financial year, pupil premium funding will be £2.5 billion. The premium will rise to:

- £1,300 per pupil of primary-school age
- £935 per pupil of secondary-school age
- £1,900 per pupil for looked-after children who:
 - have been looked after for 1 day or more
 - are adopted
 - leave care under a Special Guardianship Order or a Residence Order.”

Principles here at Dartmouth Academy:

- We aim to secure the highest possible attainment and progress for every child and student
- In order to achieve this our practice is focused on closing all gaps that may occur between disadvantaged children and others
- Our aspirations are high for **all** our children and students. In order to improve their employability and realise their ambitions we prioritise the development of key skills, qualities and attributes as well as increasing their educational outcomes
- We ensure that teaching, learning and progression opportunities meet the needs of all of our children/students;

- We ensure that appropriate provision is made for children/students who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed;
- In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged;
- We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We will ensure that the Pupil Premium funding is used to support any child or groups of children the Academy has legitimately identified as being 'disadvantaged'. At least 40% of any group will be made up of FSM children;

Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.

Provision:

- The range of provision the Governors will consider when making provision for Pupil Premium-funded groups include:
 - Pre and post academy activities that build motivation, engagement and improve opportunities for effective teaching and accelerating progress;
 - Small group work with an experienced teacher focussed on overcoming gaps in learning;
 - 1-1 support;
 - Additional teaching and learning opportunities provided through learning mentors, coaches, and trained literacy and numeracy TAs
 - Additional access to ICT in the Academy and at home;

- The deployment of skilled and impact-tested external agencies and work programmes that specialise in narrowing gaps and improving outcomes for disadvantaged children and young people, for example Read, Write, Inc and Passport Maths (NMP)
 - The nature of provision for 2014-15 will be in line with that of the past two years and is identified in the Academy Improvement Plan and the impact on Pupil Premium groups and individuals will be explicitly identified in any requests for staff training.
 - The Pupil Premium Plan for 2014-15 shown as **Appendix 1**.
 - **Appendix 2** shows how we deployed Pupil Premium in the last two academic years and includes a commentary written on its use and impact.
 - **Appendix 3**, at the end of this document, explains the approach the Academy has taken to Pupil Premium previously and indicates aspects of our work that assist in removing the disadvantage typically experienced by those qualifying for Pupil Premium.
- All our work through the pupil premium is aimed at accelerating progress, moving children/students to attaining/exceeding age related expectations and/or the national average. A recipient's achievement is not a limit to our intervention to further accelerate their progress. The specific targets for this cohort are reflected in the targets set by the Academy with its sponsor, annually, targets that are set above national expectations for each cohort.

The use of the Pupil Premium in 2013-14

In this academic year the Academy was allocated £143,000 by way of Pupil Premium. The deployment of this income followed the principles above and addressed issues identified in our Ofsted report from October 2013.

The data, and our experience, shows that the most significant single factor holding back those eligible for PP is their level of literacy and engagement with reading. This is the case across the Academy.

Knowing this we brokered, during 2012-13, a planned roll out of the Read, Write Inc. programme, which started in September 2013. This is already having a significant impact on all students' literacy, though most significantly on those eligible for PP.

The costs of the programme are not only in the support from Ruth Miskin and her organisation but the extensive and intensive training required for all teachers and Learning Support Assistants. The significant cost here is in the pay scales of LSAs and the time needed for the training.

In the same manner as we have analysed the impact of PP for 2013-14 in Appendix 1, a similar level of detail will be published on the website after Easter, with an interim evaluation of the impact so far this year, 2014-15.

Narrowing the Gap – impact summary for 2014-15 (current) see appendix 1 and for 2013-14 – see appendix 2

The use of the Pupil Premium in 2014-15

In 2014-15 we have been allocated £168,400 for deployment to achieve the target of further enhancing the attainment and achievement of PP students and children. Additional resource has again been devoted to Literacy with an increased emphasis on Numeracy too.

In line with the reporting principles, outlined below, the governors and Leadership Team monitor the impact of the PP four times annually, with the data collected being used to inform the interventions needed.

Reporting:

- From September 2014 the changes being made to the reporting system, allowing interventions used with all children to be reported upon. This will enable a quick and simple method for analysing the data, the cost of the interventions and their impact, by any subset of the student population.
- It will be the responsibility of the Principal, or a delegated member of senior staff, (See Appendix 3) to produce report termly to the Governing Body and sponsor to show the impact of the use of the Pupil Premium funding reports may include:
 - the progress made towards narrowing the gap, by year group, for socially disadvantaged children
 - an outline of the provision that was made since the last termly report
 - an evaluation of the cost effectiveness, in terms of the progress made by the children receiving a particular provision
- The Governors of the Academy will ensure that there is an annual Dartmouth Academy - sponsor statement to parents and carers on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged children. This task will be carried out within the requirements published by the Department for Education and will appear on our academy website

Appeal:

Any appeals against this policy will be through the governors' relevant complaints procedure.

Signed –



(Mary Shaw – Chair of Governors)

APPENDIX 1 – PP PLANNED SPENDING 2014-15



Dartmouth Academy Pupil Premium Expenditure Plan – September 2014		
Level of Pupil Premium Grant received	£168,445	
Key Foci for intervention/areas of spend	Intended Cost	Success Criteria (SC)
Additional literacy interventions supported through the overstaffing of English teaching.	£10,000	(SC) A narrowing of the gap between PP and non-PP students from their starting point at the beginning of Year 11, with a particular focus on PP boys.
Additional maths interventions supported through the re-timetabling of form tutors and overstaffing LSA intervention.	£6,000	(SC) A narrowing of the gap between PP and non-PP students from their starting point at the beginning of Year 11.
Literacy development: <ul style="list-style-type: none"> • Specialist costs of a qualified librarian in response to Ofsted report – October 2013 • Additional TLR post holder for Literacy to increase capacity and accelerate progress. 	£12,000	Accelerated Reader - the appointment of a full time Librarian from January has led to a rapid improvement in the use of this scheme, as shown by the data submitted to governors in June. In 2014-15 the introduction of the Principal's Homelearning and its focus on reading, along with a new Reading Action plan is seeing this aspect of our work

		improve rapidly. The focus on this work is due to poor literacy levels, a particular weakness of those in receipt of PP. (SC) – to see a greater take up of books read, and tested upon through the Accelerated Reader scheme, across all cohorts and disproportionate improvements in PP children and students.
Additional KS2 SATS support for Year 6 - The input of an additional teacher for additional numeracy and literacy sessions and booster sessions with the class teacher and LSA in the run up to KS2 SATS	£7,500	(SC) Analysis of impact in the past year shown below and warrants the continued use of similar interventions this year.
Easter revision booster classes – KS2 and KS4, across subject areas. This included staff time, travel, refreshments and resources.	£5,000	(SC) An increase in attainment and progress between HT4 data and final data.
ACE – Alternative Curriculum Education (Years 7-11) – one additional LSA.	£9,000	(SC) Increase of between 2 and 3 sub-levels for each individual targeted, as appropriate, in the numeracy and literacy booster sessions across the academic year.
Family Support Worker works almost exclusively with children eligible for FSM.	£29,000	(SC) Thrive data, standard progress and attainment tracking data, and behaviour management records show a tangible improvement in the students' attendance, attitude to school and the ability of their parents to support their children
Accelerated (STAR) Reading – see analysis below.	£3,000	To further support the development of literacy – a particular issue for PP children and students, from across the Academy.

Read Write Inc – to accelerate students’ progress in their development of literacy skills – a key focus from the Ofsted report of October 2013. Particularly targeted at those who have slipped behind, and are disproportionately PP students.	£12,000	Data will only become truly comparable during 2014-15. (SC) – The rate of improvement in spelling seen in 2013-14 has a measurable impact on comprehension in 2014-15.
National Maths Partnership - Particularly targeted at those who have slipped behind, and are disproportionately PP students. Specific interventions in place for those at 4c and below at the start of Y7 and 2c and below at the start of Y3.	£12,500	(SC) More students at age related expectations in maths across the Academy.
Resources to support NMP and RWI	£6,000	Licences for Method Maths, Passport Maths and additional LSA time to deliver. (SC) Tangible acceleration in maths progress for PP students an children targeted.
Subsidising trips, visits and residential education - The engagement of students and their aspirations are affected by their participation in these events and the PP has enabled us to increase the take up by these students.	£10,000	(SC) Take up by PP and non-PP children and students show no gap.
Thrive Training maintained	£4000	See references below about the impact – a need to assess impact over time.

		(SC) – to see that the short term impacts from 2013-14 are sustained and deepened and can be evidenced using the on-line assessment tool.
AIP priorities for PP funding support	£22,733	See Consolidated AIP spreadsheet
Centrally retained for SLT to deploy as needs arise during the year	£20,000	These funds were used to provide for example: added incentives and rewards to students through the year, including the Prom Pot; additional subsidised uniform; authorisation of additional cover to support small group interventions in maths and English, etc.
Total	£168,733	
Evaluation: On going throughout 2014-15 at each half termly assessment point. See Assistant Principal Data, for details.		
2014-15 academic year – pupils entitled to Pupil Premium – key data		
Academy wide	Interim commentary – March 2015	
Key Stage 4 - outcomes	Currently KS4 Pupil Premium (PP) students, at assessment point 2 (January 2015) are making progress in line with non-pupil premium students in English (66 v 80) and in core science (32 v 21), however in Maths the gap is significant and is being urgently addressed.	
Key Stage 2 - outcomes	At KS2 PP children are currently making better progress in Reading (90 v 71), Writing (74 v 71) and Speaking and listening (90 v 86), than non-PP students though they are not doing as well in maths (42 v 71).	

APPENDIX 2



Dartmouth Academy Pupil Premium Analysis – September 2014		
Level of Pupil Premium Grant received	£143,051	
Key Foci for intervention/areas of spend	Intended Cost	Success Criteria
Additional literacy interventions supported through the overstaffing of English teaching.	£10,000	A narrowing of the gap between PP and non-PP students from their starting point at the beginning of Year 11. GCSE data shows Y11 PP students performing well relative to non-PP students with NO gap in 5ACEM and a small gap in the Capped 8 measure.
Additional maths interventions supported through the re-timetabling of form tutors and overstaffing LSA intervention.	£6,000	A narrowing of the gap between PP and non-PP students from their starting point at the beginning of Year 11. HT4 data shows Y11 PP students performing less well than non-PP students and a gap sustained through until the final examination – 70% of non-PP students achieved a grade C 50% of PP students. The situation with regards to progress was better. This intervention was then carried forward to support Year 10 students,

		after Year 11 had left.
Recruitment of a qualified librarian in response to Ofsted report – October 2013. (This cost represents the additional cost of employing a qualified librarian over the staff member who left last summer.) Literacy is a key limiter to achievement and attainment and is disproportionately an issue with PP children and students. A part of these costs of this comes from the PP budget to reflect this.	£8,000	Star Reading - the appointment of a full time Librarian from January has led to a rapid improvement in the use of this scheme, as shown by the data submitted to governors in June. In 2014-15 the introduction of the Principal's Homelearning and its focus on reading, along with a new Reading Action plan will see this aspect of our work improve rapidly. The tracking and support of Form Tutors and class teachers is intended to make a significant impact on reading.
Additional KS2 SATS support for Year 6 - The input of an additional teacher for additional numeracy and literacy sessions and booster sessions with the class teacher and LSA in the run up to KS2 SATS	£7,500	Analysis of impact shown below under KS2 outcomes.. KS2 progress in Y6 was better than the headline data would suggest, indicating that this intervention accelerated the children's progress.
Easter revision booster classes – KS2 and KS4, across subject areas. This included staff time, travel, refreshments and resources.	£3,000	An increase in attainment and progress between HT4 data and final data. Our internal data would suggest that this was ineffective at KS4 for the cohort and for PP students though a final analysis will need to await the publication of the Raise document.
ACE – Alternative Curriculum Education (Years 7-11) – one additional LSA.	£9,000	Increase of 2 or 3 sub-levels for each individual targeted in the numeracy and literacy booster sessions across the academic year.
Family Support Worker, works almost exclusively with	£29,000	Thrive data, standard progress and attainment tracking data, and

children eligible for FSM.		behaviour management records show a tangible improvement in the students' attendance, attitude to school and the ability of their parents to support their children
Accelerated (STAR) Reading - The (STAR) accelerated reading programme was re- subscribed for the 2013-14 academic year. This now allows all students from Years 3-10 to be tested for reading ages enabling their class teachers to ascertain that they are reading appropriate texts. Literacy is a key limiter to achievement and attainment and is disproportionately an issue with PP children and students. A part of these costs of this comes from the PP budget to reflect this.	£3,000	Data shows more reading taking place by PP students with an approximate three fold increase in the number of books read, 4 fold increase in the words red and an increase in the use of the Library with 50% of students now borrowing.
Read Write Inc – to accelerate students' progress in their development of literacy skills – a key focus from the Ofsted report of October 2013. Particularly targeted at those who have slipped behind, and are disproportionately PP students.	£12,000	Improved phonics outcomes in KS1, more confident spelling techniques deployed by all children through to Y9. The expectation is that the gap that existed, in all year groups between PP and non-PP students and children is closed. Data will only become truly comparable during 2014-15.
National Maths Partnership - Particularly targeted at those who have slipped behind, and are disproportionately PP students. Specific interventions in	£11,331	More students at age related expectations in maths across the Academy.

place for those at 4c and below at the start of Y7 and 2c and below at the start of Y3.		
Resources to support NMP and RWI	£5,200	Licences for Method Maths, Passport Maths and additional LSA time to deliver.
Subsidising trips, visits and residential education - The engagement of students and their aspirations are affected by their participation in these events and the PP has enabled us to increase the take up by these students.	£10,000	Participation on trips run by the Academy is in line with the profile of PP v. non-PP families.
Thrive Training 160 days of Training of staff to deliver Thrive approaches o the classroom and during interventions. Additional staff trained due to evidence showing that this would disproportionately benefit PP students.	£27,200	Impact on the self-esteem and self-confidence of the most vulnerable learners in the Academy is measurable using the tools provided with the training. A disproportionate number of the students who receive the highest level Thrive interventions qualify for Pupil Premium. To date 238 children have undergone a Thrive assessment with interventions taking place for those highlighted from this assessment then participating in 1:1 and small group sessions. 54% of those receiving higher-level interventions are PP eligible.
Centrally retained for SLT to deploy as needs arise during the year	£2,000	These funds were used to provide for example: added incentives and rewards to students through the year, including the Prom Pot; additional subsidised uniform; authorisation of additional cover to support small group interventions in maths and English, etc.

		This was used to support the summer schools for Year 5 and Year 6, referred to above.
	Total	£143,231
2013/14 academic year – pupils entitled to Pupil Premium – key data		
Academy wide		
Key Stage 4 - outcomes	<p>Analysis of last year data for KS4</p> <p>Rationale –This analysis is to highlight the students who underachieved and find out what intervention was taking place.</p> <p>Looking through the data we have broken it down into attainment and progress. Remember we are dealing with a small cohort of 61 students. Each student is 1.64% and some cases these small cohort sizes can have a big effect.</p> <p>Attainment</p> <p>Looking at the headline figure of 5A*-C (EM) PP achieved 29% , whereas non-PP achieved 55%. This is a difference of -26%. Nationally 5A*-C is 36% for PP and non-PP is 62% so the national difference – 26%.</p> <p>In English PP students have out-performed the non-PP students, which is also reflected with the humanities where the gap is significantly smaller than for the Maths and Science subjects.</p>	

In Maths and Science some students were affected by early entry as they sat their Science exams in January 2013 and Maths students sat their exams in June 2013.

The main issue is with the Maths GCSE where 10 students in the PP cohort achieved D grades. 6 of these students achieved C grades in English so we should have converted at least 4 of these students. We would then have had a 50% %A*-C EM which is in line with the non-PP. All Maths students were given clear intervention (past history of Maths continuing success so believed the interventions were working). Maths was the last exam and students did not attend the sessions at the end. We must keep all students in until the last exam.

10/21 PP students were part of the applied group, which were at South Devon College doing in some cases Level 1 courses and BTEC courses, which did not count towards their best 8. Also 10 of the 21 students were not at the Academy from Y7 so were transient students.

Looking at the capped point scores and total points scores, PP students are in line with national but non-PP students are significantly below. It also shows the significant negative performance for boys.

Attainment figures across the main subjects show that PP were in line with national whereas the non-PP had a bigger gap compared with national especially in English and Science.

Progress

Looking at progress, non-PP students only out-performed PP students in the sciences and maths they did as well or better in the other subject areas.

The data highlights in terms of VA that our PP students were in line with national or significantly above national. (PP had some 5 girls who were high achieving in terms of English/Humanities). Whereas the non-PP students were below national.

The crunch data is shown below in the transition matrices for progress from KS2 sub levels to KS4 for maths where 6 students who were 4C and 4B did not convert to C grades as highlighted above. To be in line with national we should of converted 4 students out of the 6.

	4A	4B	4C	4D	4E	4F	4G	4H	4I	4J	4K	4L	4M	4N	4O	4P	4Q	4R	4S	4T	4U	4V	4W	4X	4Y	4Z	
4C	0	0	0	0	0	0	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4B	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Looking at the 4B cohort no students achieved a C grade when 73% nationally do and we needed to convert 1 of the 4C students to achieve a C grade. If we had achieved this we would have been in line with national and the PP students would have been in line or exceeded national expectations.

This analysis across KS2 and KS4 has steered our interventions in 2014-15 and, judging by in-year data, is having an impact.

Key Stage 2 - outcomes	<p>KS2 SATS – (Note: MOBILITY FACTOR. Of the 26 children who took their SATS, only 10 were with us at Christmas of Y5.</p> <p>In Maths all PP children made expected or better than expected progress since joining the Academy</p> <p>In Writing all PP children made better than expected progress since joining the Academy</p> <p>In Reading two PP children failed to make the expected progress since joining the Academy and none made better than expected progress. This is reflected in our emphasis on Reading across the Academy in 2014-15.</p>
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Report on Pupil Premium Expenditure 2012/2013		
Level of Pupil Premium Grant received	£92,466	
Key Foci for intervention/areas of spend	Intended Cost	Success Criteria
Additional literacy interventions supported through the overstaffing of English	£10000	Through the additional staffing in the English department, students in Years 9-11 were targeted for intervention sessions. This resulted in 46.2% of FSM students gaining 5 A*-C grades including English and Maths which is an increase of 21% from last year's results compared to 48.1% for the cohort. The gap at KS4 was smaller than that nationally and lower than in 2012. At KS2 the attainment and achievement of those eligible for PP was

		below that of those not eligible, a change from the previous two years. However, the gap was smaller than national in terms of expected progress.
Additional maths interventions supported through the overstaffing of English	£10000	The additional staffing within the English department also enabled maths interventions to take place with students in Year 9-11. Students that achieved a C grade in Maths early in the year then used this lesson time to complete additional English lessons supported by Continuous Learning Co-ordinator and “spare” specialist teachers. Additional support was made available for maths through the reduction in EBAC subjects taken. The impact of this is clearly seen in the progress measures for maths, which are now in line with national. Progress in English rose significantly, though remains below national and is addressed in our OfSTED action plan.
Additional KS2 SATS support for Year 6	£7500	The input of an additional teacher for additional numeracy and literacy sessions and booster sessions with the class teacher and LSA in the run up to KS2 SATS saw 82% of pupils achieving level 4 or above. This is a 12% increase from last academic year. See above for further detail.
Easter revision booster classes – KS2 and KS4, across subject areas	£3000	Following a high attendance rate at all Easter revision

		sessions, there was an 82% maintenance or improvement in grades for those students studying for GCSE.
ACE – Alternative Curriculum Education (Years 7-11)	£9000	Increase of 2 or 3 sub-levels for each individual targeted in the numeracy and literacy booster sessions throughout the academic year. All students that took part in the Alternative curriculum sessions felt that they have grown in self-esteem through their participation in the classes. The staff members, who worked with them, commented that there was a marked change in the students also reflected this.
Parent support worker	£28400	Liz Young, Family Support Worker, works almost exclusively with children eligible for FSM. Her records show a tangible improvement in the students' attendance, attitude to school and the ability of their parents to support their child(ren).
Accelerated (STAR) Reading See	£3000	The (STAR) accelerated reading programme was re-subscribed for the 2012-13 academic year. This allowed all students from Years 5-8 to be tested for reading ages enabling their class teachers to ascertain that they are reading appropriate texts. The reading ages were then used to help determine students that would benefit from

		additional reading and literacy interventions throughout this stage. Year 7 trialled the comprehension aspect of the programme where they completed a quiz when they completed a book to check their understanding. This will now be rolled out to years 3-10 in 2013-14.
Coaching training for students and staff	£1600	Both Vice-Principals now trained to deliver Coaching Training to staff and students, enabling better feedback; one of the key strategies for raising attainment and achievement as identified by the Sutton Trust research. As a result of this the quality of individualised target setting conversations has improved, as witnessed, through lesson observations and eLearning Walks.
Subsidising trips, visits and residential education	£10,000	The engagement of students and their aspirations are affected by their participation in these events and the PP has enabled us to increase the take up by those from less well off families.
Centrally retained for SLT to deploy as needs arise during the year	£10,000	These funds were used to provide for example: added incentives and rewards to students through the year, including the Prom Pot; additional subsidised uniform; authorisation of additional cover to allow MLU to support small group interventions in maths and English, etc.

Total		£92,500
Evaluation: Measured Impact		
Commentary:		
<ol style="list-style-type: none"> 1. The impact and tracking of PP this year has developed, with departments tracking their interventions with those eligible for this funding, more effectively and with better understanding. 2. Staff awareness of these pupils has been enhanced through training, as has their understanding of the rationale behind PP funding. 3. We continue to develop systems to make this a simpler process for staff while improving the data we can extract on the performance of PP children. The introduction of Progresso in September is starting to assist the analysis of interventions and their impact, through the creation of bespoke reports identifying actions, interventions and costs of these, for all PP students. 4. Staffing changes during the past year meant that we were not able to provide the level of intervention in English as we had planned but are now making up lost time. 5. In Maths and English it has been helpful to start to intervene in Years 9 and 10, when in previous years we have had to focus on those in Y11 and Y6. Alongside this the continued improvement in the quality of teaching means that all learners make better progress in the first place, allowing for more focused, and therefore, more effective interventions 		
2012/13 academic year – pupils entitled to Pupil Premium – key data		
Key Stage 4	<p>FSM students through clear intervention and support out performed non-FSM students in a number of areas from the capped 8 (best 8 GCSE's) which increased by +43 pts from last year; the %5A*-C which has increased by +21.2% which is in line with non-FSM. The gap between non-FSM and FSM students at 5ACEM also closed to less than 5%, which is significantly smaller than the national gap.</p>	

Key Stage 2	<p>FSM 6 pupils performed virtually identically to non-FSM 6 pupils at Level 4+ in writing and maths; they underperformed by 9% (1 child) in reading. At level 5+ non- FSM children performed better than non-FSM children in all areas with the largest variance in writing. Level 4+ 5 for both groups in 4+ in all of reading, writing and maths were virtually identical; at level 5+ non FSM pupils performed better.</p> <p>In terms of pupils making 2+ levels of progress, FSM pupils underachieved against non-FSM by 9% (1 pupil) in reading and writing; more so in maths. In the combined measure they underachieved by 7% (1 pupil)* When considering 3+ levels of progress, FSM pupils performed less well than non-FSM pupils in all three areas.</p>
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Appendix 3



Pupil Premium at Dartmouth Academy

INTRODUCTION

We receive significant funding into the Academy, in the form of the Pupil Premium (PP), to support the progress of children from disadvantaged backgrounds. The aim of this section of this paper is to:

- explain the rationale for its use
- show how it is currently being used, and
- describe the methodology that underpins the evaluation of its impact.

A number of organisations have started to examine the impact of different interventions designed to raise children' outcomes, and these have influenced the planning and implementation of our Pupil Premium Strategy. In particular research conducted by the Joseph Rowntree Foundation (JRF) and the Sutton Trust has helped the Academy make decisions about how to make the maximum impact with this resource.

The JRF research makes it very clear the lack of empirical data to support arguments for most traditional methods of intervention. This point is the key reason why we are developing an evidence base to make the case for the different approaches we take and to ensure effective use of our PP spend in the future.

In considering and planning our work this year we have taken on board the research findings from Ofsted:

<http://www.ofsted.gov.uk/sites/default/files/documents/surveys-and-good-practice/t/The%20Pupil%20Premium%20-%20How%20schools%20are%20spending%20the%20funding.pdf>

Key points from the JRF research

- It was not possible to establish a clear causal relationship between AABs (attitudes, aspirations and behaviours) and children's educational outcomes. A significant factor was the quality of evidence available – which currently offers only limited support for the impact of most interventions aiming to improve outcomes through AABs.
- Whilst there have been many attempts to address the AABs of poorer children and their parents, few have explicitly attempted to raise attainment or been robustly evaluated. This, along with questionable assumptions about low aspirations among poorer children and parents, has supported a proliferation of 'hopeful' interventions with unknown effectiveness in enabling disadvantaged children to realise their ambitions.
- The existing evidence supports the use of interventions focused on parental involvement in children's education to improve outcomes. The immediate focus should be on rolling out and closely monitoring such interventions.
- There is mixed evidence on the impact of interventions focused on extra-curricular activities, mentoring, children's self-belief and motivation. Further development of such interventions should be trialled alongside evaluations of their effectiveness.
- There is little or no evidence of impact for interventions focused on things like addressing children's general attitudes to education or the amount of paid work children do during term time. Such interventions might be pursued for other reasons, but the evidence does not currently support their use to raise attainment.

The Sutton Trust developed a Toolkit to show what their research indicated were the most cost effective interventions for Academies trying to improve educational outcomes. These can be found at the end of this paper on page 7.

EVALUATION METHODOLOGY

The new process for analysing both assessment data and attendance data allows us to accurately check on the progress of different cohorts of children and children matching defined profiles. We started these systems in 2011-12 and have refined and hardened up this analysis.

Being able to evaluate the progress of students on Free School Meals, with an SEN code, Looked After Children allows us to target support more effectively and in a timely manner across the Academy. We are starting an additional analysis of our data, looking at the progress of students from KS1-KS2 and from KS2-KS4 based on the sub-level at which they entered the Key Stage, then comparing this with national expectations.

Through 2012-13 we evaluated the progress of learners that access these methods of support and who qualify for the PP, and use the progress data to direct this support to the students as appropriate. As continued by Ofsted in their report of October 2013 the gap between PP and non-PP students is smaller than national at KS2 and KS4.

Each term the Principal will report to each of the governing body's sub-committees the impact of the Pupil Premium since their last meeting, and as it relates to the remit of each committee.

Toolkit to improve learning: summary overview

<i>Approach</i>	<i>Potential gain</i> ²	<i>Cost</i>	<i>Applicability</i>	<i>Evidence estimate</i>	<i>Overall cost benefit</i>
Effective feedback	+ 9 months	££	Pri, Sec Maths Eng Sci	☆☆☆	Very high impact for low cost
Meta-cognition and self-regulation strategies.	+ 8 months	££	Pri, Sec, Eng Maths Sci	☆☆☆☆	High impact for low cost
Peer tutoring/ peer-assisted learning	+ 6 months	££	Pri, Sec Maths Eng	☆☆☆☆	High impact for low cost
Early intervention	+ 6 months	£££££	Pri, Maths Eng	☆☆☆☆	High impact for very high cost
One-to-one tutoring	+ 5 months	£££££	Pri, Sec Maths Eng	☆☆☆☆	Moderate impact for very high cost
Homework	+ 5 months	£	Pri, Sec Maths Eng Sci	☆☆☆	Moderate impact for very low cost
ICT	+ 4 months	££££	Pri, Sec All subjects	☆☆☆☆	Moderate impact for high cost

² Maximum approximate advantage over the course of a school year that an 'average' student might expect if this strategy was adopted – see Appendix 3.

Assessment for learning	+ 3 months	££	Pri, Sec Maths Eng	☆	Moderate impact for moderate cost
Parental involvement	+ 3 months	£££	Pri, Sec Maths Eng Sci	☆☆☆	Moderate impact for moderate costs
Sports participation	+ 3 month	£££	Pri, Sec Maths Eng Sci	☆☆	Moderate impact for moderate cost.
Summer schools	+ 3 months	£££	Pri, Sec Maths Eng	☆☆	Moderate impact for moderate cost
Reducing class sizes	+ 3 months	£££££	Pri, Sec Maths Eng	☆☆☆	Low impact for very high cost
After school programmes	+ 2 months	££££	Pri, Sec Maths Eng Sci	☆☆	Low impact for moderate cost.
Individualised instruction	+ 2 month	££	Pri, Sec Maths Eng Sci	☆☆☆	Low impact for low cost.
Learning styles	+ 2 month	£	Pri, Sec All subjects	☆☆	Low impact, low or no cost
Arts participation	+ 1 month	££	Pri, Sec Maths Eng Sci	☆☆☆	Very low impact for moderate cost.

Performance pay	+ 0 months	£££	Pri, Sec Maths Eng Sci	☆	Very low/no impact for moderate cost
Teaching assistants	+ 0 months	££££	Pri, Sec Maths Eng Sci	☆☆	Very low/no impact for high cost
Ability grouping	± 1 month	£	Pri, Sec Maths Eng Sci	☆☆☆	Very low or negative impact for very low or no cost
Block scheduling and timetabling	± 1 month	£	Pri, Sec Maths Eng Sci	☆☆	Very low or negative impact for very low or no cost
School uniforms	± 1 month	£	Pri, Sec Maths Eng Sci	☆	Very low or negative impact for very low or no cost

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