



Pupil Premium Strategy Statement: Ernulf Academy

In line with the core purpose of the St Neots Learning Partnership:

To secure the best possible experience, learning and outcomes for each young person for whom we have responsibility. We aim to ensure that all students, including those who are eligible for Pupil Premium funding, benefit from a tailored educational experience which takes into account their strengths, areas for development and interests.

| • Summary information | | | | | |
|--------------------------------------|---------|----------------------------------|---|---|--|
| School: Ernulf Academy | | | | | |
| Academic Year | 2017/18 | Total PP budget | <ul style="list-style-type: none"> £167721 (including £9706 Catch-up funding) In addition, LAC funding/impact (£3600 in Sep 2017) is itemised per student and tracked separately, to preserve student anonymity | Date of most recent PP Review | March 2016 |
| Total number of pupils | 515 | Number of pupils eligible for PP | 160 | Date for next internal review of this strategy | 19 January 2018 |
| • Current attainment | | | | | |
| | | | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| Average Total Progress 8 (2016/17) | | | -0.514 | -0.214 | |
| Average Total Attainment 8 (2016/17) | | | 30.58 | 42.43 | |

| • Barriers to future attainment (for pupils eligible for PP including high ability) | | |
|---|---|---|
| In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>) | | |
| A. | Literacy skills (Reading in particular) of students entering Year 7 are lower for students eligible for Pupil Premium funding than for other students, which potentially hinders their progress across the curriculum in Year 7. For 2017/18, 51.6% of Disadvantaged students entered Year 7 with a Key Stage 2 Reading Scaled Score of less than 100, compared to 29.4% of non-Disadvantaged students. | |
| B. | Disadvantaged students make less progress than non-Disadvantaged students from Key Stage 2 to 4 in English. (14.7% of Disadvantaged students made expected progress in English 2017 c.f. 39.7% of non-Disadvantaged students. (10.0% of low ability Disadvantaged students, in particular, made expected progress in English 2017 c.f. 33.3% of non-Disadvantaged low ability students.) | |
| C. | Disadvantaged students make less progress than non-Disadvantaged students from Key Stage 2 to 4 in Maths. (14.7% of Disadvantaged students made expected progress in Maths 2017 c.f. 32.4% of non-Disadvantaged students. | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| D. | Attendance rate of 92.7% for Disadvantaged students 2016/17 (c.f. 95.8%, non-Disadvantaged and 94.8%, all) was 3.3% below the target for all students of 96%. | |
| • Outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Year 7 students targeted for a Reading programme (Key Stage 2 Reading Scaled Score of less than 100) accelerate their progress in Reading and English. | <ul style="list-style-type: none"> 75% of Year 7 students participating in a Reading programme make at least 12 months progress pre to post intervention All Year 7 students participating in a Reading programme meet their English targets by the end of the academic year with at least 50% of the students accelerating their progress to exceed their targets Evidence: <ul style="list-style-type: none"> Reading Age assessments pre and post intervention Progress Review Currently Working At KS3 Levels |
| B. | Disadvantaged students, including those of low ability, accelerate their progress in English. | At least 50% of Disadvantaged students make at least expected progress in English in-year. Evidence: <ul style="list-style-type: none"> Progress Report analysis |
| C. | Disadvantaged students accelerate their progress in Maths. | At least 50% of Disadvantaged students make at least expected progress in Maths in-year. Evidence: <ul style="list-style-type: none"> Progress Report analysis |
| D. | Disadvantaged students improve their attendance rates. | Overall attendance of Disadvantaged students improves to 95%, in line with all students 2016/17. Evidence: <ul style="list-style-type: none"> On-going attendance analysis |

| • Planned expenditure: (i) Quality of teaching for all | | | | | | |
|---|---|--|---|---|--|--|
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? | Costs |
| A/B/C. Improved Year 7 literacy progress/ Disadvantaged students accelerate their progress in English/Maths. | <ul style="list-style-type: none"> Learning and Teaching school agenda (including Quality Assurance programme, Learning and Teaching briefings and training programmes) promotes quality first teaching Review of Marking and Feedback Department policy and practice | Quality first teaching essential to maximising progress and attainment of all students. Sutton Trust research provides evidence to suggest that effective marking and feedback accelerates progress. | HoDs monitor the use and impact of the Marking and Feedback policies. HoDs and SLT links ensure, via learning walks and work scrutiny (as detailed in the Quality Assurance programme) that staff are using a dialogic approach to marking and students are acting on feedback in order to accelerate their progress. | Acting Deputy Headteacher | As Quality Assurance programme. | |
| B/C. Disadvantaged students (Year 11) accelerate their progress in English/Maths (and Science). | <ul style="list-style-type: none"> Weekly Core HoD/SLT Year 11 focus meetings PiXL Associate working with Core HoDs to identify appropriate PiXL resources/approaches to accelerate and track progress of all students Grade 4 Basics analysis for all students promoted amongst English and Maths staff to secure joint approach to accelerating progress | PiXL schools' outcomes. Promotion of Core team approach to acceleration of progress. | Weekly Core HoD/SLT Year 11 focus meetings to review strategies and progress. Review meetings (PiXL Associate and SLT members) to monitor impact. Grade 4 Basics analysis at each Progress Report. | Headteacher, Senior Assistant Headteacher | Weekly Core HoD/SLT Year 11 focus meetings. PiXL review meetings (5 in academic year). Progress analysis at each calendared Progress Report. | <ul style="list-style-type: none"> £7500 (SLT/Maths staffing) |
| C. Disadvantaged students accelerate their progress in Maths. | <ul style="list-style-type: none"> Programmes of small group teaching in Maths delivered by Maths staff Key lessons taught to whole classes by HoD to release Maths staff for small group teaching | Sutton Trust evidence students are likely to accelerate progress. | Programmes based on identified skills and knowledge gaps. Pre and post intervention measures in place in addition to Progress Report attainment/forecast measures. | HoD Maths | Pre and post intervention. Progress analysis at each calendared Progress Report for all teaching groups involved. | <ul style="list-style-type: none"> £2500 (Y7 Maths intervention staffing/resources) |
| Total budgeted cost | | | | | | £10000 (including £2500 Catch-up funding) |

| 5. Planned expenditure: (ii) Targeted support | | | | | | |
|---|---|--|---|---|--|---|
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? | Costs |
| A. Year 7 students (Key Stage 2 Reading Scaled Score of less than 100) participating in a Reading programme accelerate progress | <ul style="list-style-type: none"> KS3 SRA Reading Programmes Reading Challenge Programmes Catch-up Reading Programme (external tutor) | Ofsted Nov 2016: <i>Additional Catch-up funding is used effectively. There have been significant improvements in how well students read.</i> | Dedicated Literacy TA delivering SRA programmes. Reading Age measures pre and post intervention. | Literacy Co-ordinator, Senior Assistant Headteacher | Pre and post intervention. | <ul style="list-style-type: none"> £27604.50 (Staffing, including Literacy TAs, Literacy resources) £1750 (Y7 external Literacy tutor) |
| B. Disadvantaged students (Year 11) accelerate their progress in English. | <ul style="list-style-type: none"> Year 11 small group very focused intervention (3 ability bands) by English teachers during Period 6 Rolling programme approach for maximum impact Assigned mentors support participation and parental engagement | Sutton Trust evidence students are likely to accelerate progress. | Pre and post intervention impact tracking (PiXL tracker) and Progress Report attainment/forecast measures. Use of Lesson Monitor to track attendance and engagement in Period 6 sessions. | HoD | Pre and post intervention. Progress analysis at each calendared Progress Report. | <ul style="list-style-type: none"> £3176 (English intervention staffing) £1750 (External English tutor) £3270 (English resources) |
| C. Disadvantaged students accelerate their progress in Maths. | <ul style="list-style-type: none"> Maths staff identified as year-based Disadvantaged students champions Champions to track the progress of the Disadvantaged cohort, monitor and share in-class intervention strategies and deliver intervention programmes where appropriate External tutor intervention programmes (appropriate year-based Champion to oversee) | Sharing of strategies and resources to promote team approach to acceleration of progress. | Maths champions to share strategies and intervention impact (pre and post intervention and Progress Report attainment/forecast measures) and planning in Department meetings. | HoD, Senior Assistant Headteacher | Pre and post intervention. Progress analysis at each calendared Progress Report. | <ul style="list-style-type: none"> £4906 (SLT staffing) £3500 (Maths intervention staffing) £1750 (External Maths tutor) £6760 (Maths TA support) £1162.20 (Maths intervention resources) £3706 (Y7 Maths intervention staffing/resources) £1750 (Y7 external Maths tutor) |

| C. Disadvantaged students (Year 11) accelerate their progress in Maths. | <ul style="list-style-type: none"> Year 11 small group very focused intervention by Maths teachers (targeted Level 4 and 5) during registration and Period 6 Rolling programme approach for maximum impact Assigned mentors support participation and parental engagement | Sutton Trust evidence students are likely to accelerate progress. | Pre and post intervention impact tracking and Progress Report attainment/forecast measures. Use of Lesson Monitor to track attendance and engagement in Period 6 sessions. | HoD | Pre and post intervention. Progress analysis at each calendared Progress Report. | <ul style="list-style-type: none"> £4601 (Maths intervention staffing) |
|---|---|---|--|---|---|--|
| Total budgeted cost | | | | | | £65685.70 (including £7206 Catch-up funding) |
| 5. Planned expenditure: (iii) Other approaches | | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? | Costs |
| D. Disadvantaged students improve their attendance rates. | <ul style="list-style-type: none"> Attendance procedures communicated/ rewards systems in place. New Lesson Monitor system supports tutor monitoring of attendance and attitude to learning Continuation of Breakfast Club to encourage students into school Ensure that all Disadvantaged students are supported to access extra-curricular events and trips (costs considered on an individual basis, with some curriculum trips fully funded for Disadvantaged students) | Where students' attendance rates are high there is a correlation to higher levels of progress/attainment and vice versa. Students who involve themselves fully in school life are more likely to engage and attend regularly. | Assemblies re attendance procedures and rewards systems. Attendance procedures closely monitored by Assistant Headteacher. Appropriate induction of new member of Attendance team/Attendance team works closely with Student Support teams. Breakfast Club publicity and monitoring of attendance. Trip Leader communication and trip letters ensure parents are fully aware of the financial support offered in order for their child to participate. Senior Assistant Headteacher monitors Disadvantaged students' participation in trips. | Senior Assistant Headteacher, Assistant Headteacher, Attendance team, Breakfast Club Supervisor | Attendance figures reviewed half-termly. Breakfast club attendance reviewed half-termly. Trips attendance figures monitored on an on-going basis. | <ul style="list-style-type: none"> £12250 (Attendance) £7940 (Breakfast Club) £2000 (Trips) £1500 (Student transport) £ 24920 (Attendance staffing) |
| Total budgeted cost | | | | | | £48610 |

6. Other planned expenditure

The above priorities leave **£43425.30** to accommodate curriculum area response/other initiatives supporting the progress and attainment of Disadvantaged students as outlined below. Much of the support is offered on a bespoke basis and impact will be assessed in the 2017/18 review of expenditure. The following will be funded from the Pupil Premium to support the progress of Disadvantaged students:

| Planned expenditure | Costs |
|---|--------------|
| Appointment of 2 specialist English TAs from January 2018 (in-class and withdrawal teaching across KS3 and 4) | £17702 |
| Science small group intervention | £3176 |
| Home Learning Club (staffing and consumables) | £3650 |
| Revision resources for Science, Geography, History and RE, including online packages | £1495 |
| Art KS3 and 4 equipment packs | £1500 |
| Music tuition, workshops and therapy | £3770 |
| Food Technology ingredients | £1200 |
| Engineering memory sticks | £50 |
| Exam resit fees | £2500 |
| Pencil cases, calculators Year 6/7 | £680 |
| Y10 work experience | £1020 |
| Direct financial support including uniform, Y11 prom, hoodies, year book | £1100 |
| Counsellor/mentor | £3000 |
| Contingency | £2582.30 |

7. Impact/review of expenditure

Previous Academic Year: 2016/17

Review of impact data and expenditure review for 2016/17 is detailed below. (Please note the review for 2016/17 is not in the current format as the NCTL documentation was adopted for 2017/18.)

2016/17 Pupil Premium/Catch-up Strategy Impact Data and Expenditure Review

PUPIL PREMIUM/CATCH-UP PREMIUM FUNDING REVIEW

| 2016-17 Pupil Premium/Catch-up Premium Planned vs Actual | | |
|---|----------------------------|---------------------------|
| Pupil Premium Funding | £ | 160,652.50 |
| Catch-up Premium | £ | 9,706.00 |
| TOTAL | £ | 170,358.50 |
| | | |
| | Planned Expenditure | Actual Expenditure |
| Leadership Staff Salary allocation | £ 32,123.00 | £ 32,122.56 |
| Admin Staff Salary allocation | £ 15,193.00 | £ 15,192.63 |
| Student Support Staff Salary allocation: Maths TA, Literacy TA allocation, Breakfast Club staff, Home Learning Club staff, Student Progress Officers allocation, EWO buy back | £ 69,803.00 | £ 76,613.02 |
| | £ 2,956.00 | £ 2,856.00 |
| One to One/Small Group Intervention | £ 8,750.00 | £ 4,355.23 |
| | £ 4,550.00 | £ 4,650.00 |
| Breakfast Club Goods | £ 5,000.00 | £ 3,757.73 |
| Home Learning Club Goods | £ 2,450.00 | £ 149.47 |
| Reprographics | £ 2,000.00 | £ 2,000.00 |
| | £ 200.00 | £ 200.00 |
| Curriculum Support: including revision guides, online curriculum resources, Art equipment packs, drumming workshop, Food Technology ingredients, literacy/library resources, classroom equipment, revision breakfasts | £ 8,750.00 | £ 17,569.89 |
| | £ 2,000.00 | £ 2,000.00 |
| Direct Financial Support: Trips, uniform, transport | £ 4,100.00 | £ 4,630.50 |
| Y10 Work Experience Support | £ 2,000.00 | £ 825.00 |
| Attendance Rewards | £ 400.00 | £ 167.47 |
| Counsellor/Mentor | £ 3,000.00 | £ 3,000.00 |
| Contingency: Pupil Premium Conference | £ 6,500.00 | £ 269.00 |

KEY STAGE 3 INTERVENTION

Key Stage 3 Intervention: English

Key Stage 3 Disadvantaged students and Year 7 students with a Key Stage 2 Reading Scaled Score of less than 100 not making expected progress were targeted through the following interventions. A total of 36 Year 7 Disadvantaged students/those with a Key Stage 2 Reading Scaled Score of less than 100 out of 60 students participated in at least one intervention programme. Similarly, 13 Disadvantaged Year 8 students out of 38 participated and, in Year 9, 8 Disadvantaged students participated out of 31.

Key Stage 3 English One to One/Small Group Intervention:

| Year Group | No. of Programmes undertaken | Progress CWA \geq 2sLOP Pre to Post Intervention (measured from KS2) | Progress CWA \geq 1sLOP Pre to Post Intervention (measured from KS2) |
|---|------------------------------|--|--|
| Y7: Disadvantaged students & < 100 KS2 RSS | 18 | 9 (50.0%) | 14 (77.8%) |
| Y7: < 100 KS2 RSS | 16 | 8 (50.0%) | 12 (75.0%) |
| Y8 Disadvantaged | 9 | | 2 (22.2%) |
| Y9 Disadvantaged | 7 | | 1 (14.3%) |

Key Stage 3 SRA Reading Programme:

| Year Group | No. of Programmes undertaken | Reading Age Progress Sep 16 to Post Intervention \geq 24 mths | Reading Age Progress Sep 16 to Post Intervention \geq 12 mths | Reading Age Progress Sep 16 to Post Intervention \geq 6 mths |
|--|------------------------------|--|--|---|
| Y7: < 100 KS2 RSS (inc 6 Disadvantaged students) | 10 | | 6 (60%) | 6 (60%) |
| Y8 Disadvantaged | 3 | | 3 (100%) | 3 (100%) |
| Y9 Disadvantaged | 1 | | 1 (100%) | |

Year 7 Reading Challenge:

| Year Group | No. of Programmes undertaken | Reading Age Progress Pre to Post Intervention ≥ 24 mths | Reading Age Progress Pre to Post Intervention ≥ 12 mths | Reading Age Progress Pre to Post Intervention ≥ 6 mths |
|--|------------------------------|--|--|---|
| Y7: Disadvantaged students & < 100 KS2 RSS | 29 | 9 (31.0%) | 19 (65.5%) | 22 (75.9%) |
| Y7: < 100 KS2 RSS | 22 | 7 (31.8%) | 15 (68.2%) | 17 (77.3%) |

Key Stage 3 Intervention: Maths

Key Stage 3 Disadvantaged students and Year 7 students with a Key Stage 2 Maths Scaled Score of less than 100 not making expected progress were targeted through the following interventions. A total of 26 Year 7 Disadvantaged students/those with a Key Stage 2 Maths Scaled Score of less than 100 out of 60 students participated in at least one intervention programme. Similarly, 11 Disadvantaged Year 8 students out of 38 participated and, in Year 9, 16 Disadvantaged students participated out of 31.

Key Stage 3 Maths One to One/Small Group Intervention:

| Year Group | No. of Programmes undertaken | Progress CWA $\geq 2sLOP$ Pre to Post Intervention (measured from KS2) | Progress CWA $\geq 1sLOP$ Pre to Post Intervention (measured from KS2) |
|---|------------------------------|--|--|
| Y7: Disadvantaged students & < 100 KS2 RA | 39 | 18 (46.2%) | 22 (56.4%) |
| Y7: < 100 KS2 RA | 24 | 11 (45.8%) | 12 (50.0%) |
| Y8 Disadvantaged | 15 | 4 (26.7%) | 8 (53.3%) |
| Y9 Disadvantaged | 25 | 4 (16.0%) | 8 (32.0%) |

Key Stage 3 Disadvantaged Students Progress Summary

| | English | | Maths | |
|--------|---|---|---|---|
| | % achieved at least expected progress (Disadvantaged) | % achieved at least expected progress (non-Disadvantaged) | % achieved at least expected progress (Disadvantaged) | % achieved at least expected progress (non-Disadvantaged) |
| Year 7 | 57.9 | 64.3 | 48.6 | 57.1 |
| Year 8 | 40.0 | 45.5 | 16.7 | 53.7 |
| Year 9 | 13.8 | 10.6 | 27.6 | 34.5 |

KEY STAGE 4 INTERVENTION

Year 11 Disadvantaged students making less than expected progress were targeted through extra-curricular subject intervention programmes, including 12 sessions delivered by 8 subjects during the Easter holiday, and, as appropriate, in-school revision sessions. 78 out of 113 (69.0%) of students attended at least 1 Easter session with a mean attendance per session of 29.3 students and 18 out of 35 (51.4%) of Disadvantaged students attended at least 1 session.

Key Stage 4 Intervention: Maths

Key Stage 4 Maths One to One/Small Group Intervention:

In 9 out of 22 programmes delivered across Key Stage 4, the levels of progress forecast pre-intervention was maintained or increased post-intervention.

Year 11 Maths PET-Xi Intervention:

38 students (10 Disadvantaged) attended the May half term programme, with 7 students forecast grade 3+ and 14 5+:

- 10 out of the 18 students achieved a Grade 3+ in the Grade 3+ focus group, with 5 out of 7 Disadvantaged students achieving 3+
- 9 out of the 20 students achieved a Grade 5+ in the Grade 5+ focus group, with 2 out of 3 Disadvantaged students achieving 5+
- 26 of the 38 students achieved at least their forecast grade and 9 students exceeded it.

Key Stage 4 Disadvantaged Students Progress Summary

In Year 10, 52.3% of Disadvantaged students were forecast to achieve 3 Levels of Progress across all subjects compared to 53.5% of non-Disadvantaged students. In Year 11, 32.7% of Disadvantaged students achieved 3 Levels of Progress across all subjects compared to 48.9 of non-Disadvantaged students.

BREAKFAST CLUB

| Total Mean Attendance per Day | Term 1 (1) | Term 1 (2) | Term 2 (1) | Term 2 (2) | Term 3 (1) | Term 3 (2) |
|-------------------------------|------------|------------|------------|------------|------------|------------|
| Disadvantaged | 5.9 | 5.3 | 2.8 | 2.1 | 1.7 | 1.5 |
| non Disadvantaged | 6 | 9.7 | 7 | 7 | 6.2 | 4.7 |
| All | 11.9 | 15 | 9.7 | 9.2 | 7.9 | 6.2 |

HOME LEARNING CLUB

| Total Mean Attendance per Day | Term 1 (1) | Term 1 (2) | Term 2 (1) | Term 2 (2) | Term 3 (1) | Term 3 (2) |
|-------------------------------|------------|------------|------------|------------|------------|------------|
| Disadvantaged | 23.1 | | 18.1 | 22.2 | 19.9 | 18.4 |
| non Disadvantaged | 27.9 | | 30.9 | 21 | 24 | 23 |
| All | 51 | | 48.9 | 43.3 | 43.9 | 41.3 |

EDUCATIONAL VISITS

Overall, 42.6% of eligible Disadvantaged students participated in trips and educational visits. For those trips and visits incurring cost to the student, 22.6% of the eligible Disadvantaged students were supported financially to participate. Notably, the DanceEast (Creative & Media), DofE, Hunstanton (Geography) and Poetry Live (English) trips were fully funded from the Pupil Premium budget.