

Pupil Premium Grant Expenditure and Impact Report 2016-17

Objectives of Pupil Premium Expenditure

Across the Grimsby sites, our key aim is to continue to narrow the gap between pupil premium and non-pupil premium students. We use Pupil Premium funding to remove barriers to learning and promote experiences that benefit students in the wider spirit of education. We have a strong focus around supporting academic progress for students and are highly attuned to the variety of barriers that Pupil Premium students face.

The key principles are:

- To raise self-esteem and aspirations of students;
- To raise academic progress rapidly to catch up and match non-disadvantaged peers;
- To enhance the existing provision and learning for the benefit of disadvantaged students (and their non-disadvantaged peers during whole school initiatives);
- To use Heads of Centres to target quality first teaching and support, to accelerate progress through individualised learning and guidance;
- To promote and raise parental support and involvement;
- To provide an effective, suitable and broad curriculum across academies.

Amount of Pupil Premium Funding Received

Total number of students on roll	213 (inc AP) 155 (exc AP) June 2017
Total number of pupils eligible for PPG	105 (exc AP)* June 2017
Total amount of PPG received	£99,996

*It is worth noting that between May '17 data collection and June '17 data collection, the number of PP students jumped by 21, from 84 to 105. These sudden fluctuations between data cycles make comparison of progress over time largely nugatory. This is exacerbated when one student in a small population is mathematically worth several percent.

Summary of Pupil Premium Grant Spend 2016-17	
Literacy Interventions (across all Key Stages) (inc. part staff cost)	£4,400
Numeracy Interventions (across all Key Stages) (inc. part staff cost)	£4110
Access Arrangement testing Y6, Y9, Y10 & Y11	(£250/day) £2,000
Nurture Counsellor (Youthoria)	£7,243
Subsidised lunch (across all Key Stages/sites)	£14,268
KS4 Vocational Education/Personalised learning packages	£12,295
Training for staff: Literacy & numeracy (inc. supply/transport)	£1,600
Appointment of Educational Welfare Officer (inc. on-costs)	£28,091
Breakfast club (across all Key Stages/sites)	£6,169
Educational Psychologist 12 days at traded tariff	£12,000
Enrichment, activity based engagement strategies and rewards activities (including funding towards lease of two minibus)	£7,819
Total Pupil Premium Spend	£99,995

Record of Pupil Premium Expenditure by item / project			
Item / Project	Cost	Objective	Intended Outcome & Impact
Literacy Interventions (across all Key Stages) (inc. part staff cost)	£4,400	Raise attainment in Literacy	<p>Park House 8 PP in line or above expected progress Vs 5 Non-PP in line or above. However, 11 PP are below expected progress Vs 8 Non-PP. Park House has established a library with all resources to tackle this issue and promote literacy during Tutor period and lessons. Staff development in assessing reading ages is ongoing via Renaissance reader and the bulk of Access Arrangement testing was carried out at Park House.</p> <p>Phoenix House 25 PP in line or above expected progress Vs 7 Non-PP in line or above. However, 5 PP are below expected progress Vs 2 Non-PP. Phoenix House now employ reading time each morning/or story time and the profile of reading has been expanded across the site. Phoenix have also bought into the Chris Quigly Schemes of Learning and training for September 17 is ongoing. Spellodrome has been purchased.</p> <p>Sevenhills 14 PP in line or above expected progress Vs 15 Non-PP in line or above. There are 0 PP students below expected progress Vs 3 Non-PP. Reading during tutor period remains an expectation and a culture of reading is being fostered via promotion in assembly, by display and staff. Each room has a mini-library area for focussed reading by current topic.</p>
Numeracy Interventions (across all Key Stages) (inc. part staff cost)	£4,110	Raise attainment in Numeracy	<p>Park House 16 PP in line or above expected progress Vs 10 Non-PP in line or above. However, 3 PP are below expected progress Vs 1 Non-PP.</p> <p>Phoenix House 24 PP in line or above expected progress Vs 8 Non-PP in line or above. However, 6 PP are below expected progress Vs 0 Non-PP. Phoenix have also bought into the Chris Quigly Schemes of Learning and training for September 17 is ongoing. Mathematics has been purchased.</p> <p>Sevenhills 14 PP in line or above expected progress Vs 16 Non-PP in line or above. There are 0 PP students below expected progress Vs 2 Non-PP.</p>
Access Arrangement testing Y6, Y9, Y10 & Y11	£250/day -8 days £2000	Ensure student individual need can be met during testing/examinations	<p>The bulk of Access Arrangement testing was carried out at Park House as the student need, particularly around literacy, is deemed greater.</p> <p>16 Students (all PP) have been assessed at Park House for either needing extra time, scribe and/or reader during examinations.</p> <p>By contrast, 9 Students (all PP) have been assessed at Sevenhills.</p>
Nurture Counsellor (Youthoria)	£7,243	To support the well-being and achievement of the	To address the SEMH need of our most vulnerable students. All are Pupil Premium students in attendance. However, this is not an exclusive PP intervention.

		most vulnerable students	<p>Records do show some variable patterns of attendance, especially older students.</p> <p>There is further work to be done to address the day to day SEMH needs of our students and evaluation of whether weekly appointments offer best VFM.</p> <p>Sevenhills 9 regular appointments</p> <p>Park House 8 regular appointments</p> <p>Phoenix House 19 regular appointments</p>
Subsidised lunch across all Key Stages	£14,268	To ensure all students have a hot lunch, including those not FSM at present but may still be disadvantaged	<p>100% take up.</p> <p>Issues around portion size and quality, particularly at Phoenix House have been addressed by leaders. Chartwells have visited the sites recently and staff are liaising with Wellspring core to ensure VFM.</p>
KS4 Vocational Education/Personalised learning packages	£12,295	<p>To support the purchase of bespoke provision and transport of those student with personalised learning packages e.g. Orchard/DKM.</p> <p>To improve provision for students at risk of exclusion and disengagement.</p> <p>To ensure a broad and balance curriculum which is personalised for all especially disadvantaged students.</p> <p>To provide a personalised educational provision which ensures good attendance and academic achievement for targeted students.</p>	<p>To place students who are not suited to mainstream education in order to keep them in education and to further reduce permanent exclusion, NEETS, promote attendance and engage.</p> <p>Students have access to Nurture, Entry level 1 or level 2 or level 3 and Level 1 or 2 vocational qualification, with some students using this to access apprenticeship programmes and as a bridge to mainstream/specialist and GCSE study.</p> <p>All students study Maths and English as part of a wider bespoke curriculum that enables students for the next phase of their education and training.</p> <p>Since Sept 2017:</p> <p>PPA 13 attended DKM 3 attended Best Futures</p> <p>Sevenhills 1 attended Best Futures 8 attended CPO Media 45 attended DKM (now Orchard)</p>
Training for staff: Literacy & numeracy (inc.	£1,600	Raise attainment in Literacy and Numeracy and	<p>Whole staff INSET day led by Dena Roering from Wellspring core team to promote literacy. Further development work is required from September 2017 to ensure momentum and embed.</p>

supply/transport)		promote a culture of reading	<p>Spellodrome and Mathletics have been purchased at Phoenix House. Chris Quiqly scheme of learning purchased.</p> <p>Staff CPD across sites includes the development of testing reading ages and monitoring student progress using Renaissance/Accelerated Reader.</p>
Education Welfare Officer-attendance support	£28,091	<p>To improve and maintain good attendance and promote punctuality.</p> <p>Raise attendance, attainment and improve well-being.</p> <p>To liaise with families to promote school attendance.</p>	<p>Since Sept 2016 the EWO (Attendance Improvement Officer) has made just under 620 home visits of which 60% have immediate positive impact e.g. brought the student into school or alternatively discussed and planned a strategy to support attendance. However, this is not sustainable and further work is to be explored about mini-busing students into school.</p> <p>School Attendance Panels: 24 PPA 15 Sevenhills =20 showed improvement. =14 moved to Local Authority Attendance Panel. =7 moved to Prosecution/Court.</p> <p>Punctuality is the next area to tackle and develop. This area would be supported by the minibus students to school.</p>
Breakfast Club (across all Key Stages/sites)	£6,169	To ensure all disadvantaged students and their peers are prepared and nourished for the day	<p>Improved progress and attainment of all years. Check in time and settling period. Promote literacy at KS2 (via story) and current affairs and individual nurture needs across KS3 and 4.</p> <p>At KS4 there is variable take up across each site. Ongoing work to develop this provision into a full 'nurture' breakfast.</p>
Educational Psychologist	£12,000	To identify strategies to meet the complex needs of disadvantaged students and their peers. To support the EHCP process of the most disadvantaged.	Over academic year 2016-17 the EP has been involved with 18 students across the settings, including two at Orchard DKM. 16/18 were PP. A further date in July has been identified to consult about 5 Phoenix students – all PP.
Enrichment, activity based engagement strategies and rewards activities (including funding towards lease of two minibus)	£7,819	<p>Provide experiences and opportunities to students as a reward and curriculum entitlement.</p> <p>Part fund transport lease arrangements.</p>	<p>Improve wider educational outcomes by allowing students the chance to experience positive experiences including:</p> <ul style="list-style-type: none"> Trips Educational Visits Reward visits Prizes Sporting activities Fundraising Proms Swimming lessons

Therapeutic Pupil Premium Pilot schemes

From May 2017 forwards Phoenix Park and Sevenhills Academies are investigating the impact of the following therapies in order to develop a wider system of intervention for our students moving forward:

Name	Desired Impact	Cost
Art & Play Therapy <i>(Theraplay)</i>	<p>Psychotherapy using art and/or play as the source of expression and communication. Focus on improvement of attachment, mindfulness, compassion, cognitive analytics and social engagement.</p> <p>Teaches students strategies to cope with difficulties they may face in life which they themselves cannot change.</p>	£2400/3 students/20 weeks (including initial assessment and final diagnostic exit report)
Mable Therapy/Speech and Language Therapy (SALT)	<p>TeleHealth to deliver personalised SALT. Students develop, for example:</p> <ul style="list-style-type: none"> • Ability to follow complex instructions; • Produce sentences with seven or more words; • Be able to follow topics of conversation; • Improve basic vocabulary to describe their feelings (sad Vs. upset for example); • Understand instructions that don't follow word order; • Understand words with multiple meanings; • Add detail and sequence to explanations; • Adapt interaction style between staff and friends. 	£1000/5 students/5 weeks (including initial assessment and final diagnostic exit report)
Music Therapy <i>(Sound Lincs)</i>	<p>Bespoke project per site for students to engage in non-traditional musical experiences that aim to promote and boost:</p> <ul style="list-style-type: none"> • Self-esteem; • Confidence; • Positive expression; • Social skills; • Empower through music; • Collaboration. 	3 days/£840 45 min/student
Music and Performing Arts	<p>To provide opportunities for students to develop through music and enjoy high quality musical experiences [and] to inspire and enable learners to make music with others, to have the opportunity to progress</p> <p>Chiefly, the desired impact is:</p> <ul style="list-style-type: none"> • Provide opportunities to play in small groups and to perform from an early age. • Ensure that each student has the opportunity to learn a musical instrument (other than voice) through whole-class teaching programmes for a minimum of a term of weekly tuition on the same instrument; • Learn about the origins and culture of the instrument; • Experience the social aspect of music, rhythm, turn taking, counting and performance. 	£450/14 students over two 30 min. sessions/5 weeks

Possible Future PPG Spending

Curriculum and Learning

- New courses to align curriculum across sites, especially KS4 ensuring it is appropriate, balanced and broad
- Additional responsibilities for teachers
- Literacy and numeracy support programmes and specialist software to support independent learning. Programmes including Maths Whizz, Lexia, RWI and MyMaths.
- Homework and home learning support software, SuccessMaker, to provide students with access to resources online and to further support independent learning.
- Staff CPD
- Speech and Language Therapy (Mable Therapy)
- Teaching assistants to support intervention programmes
- Curriculum enrichment

Social, Emotional and Behavioural

- SEMH Psychological Welfare Practitioner
- Education Welfare Officer
- After-school Education Provision
- Improved facilities, IT resources and accommodation
- Refinement of the PLG nurture programme
- Therapeutic interventions

Enrichment Beyond the Curriculum

- CEIAG Co-ordinator
- University Access Programmes
- Trips and Visits
- Music Tuition
- Motivational Speakers
- Co-curricular activities, including a Period 7 enrichment programme