

Pupil Premium Funding 2016-17

Every child who leaves school without the right qualifications faces a far more difficult path to fulfilling their potential and finding employment. We owe it to all our young people to ensure they are given every chance to succeed. Sir Michael Wilshaw, Her Majesty's Chief Inspector of Schools, 2012

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Sheffield Springs Academy operates within the City of Sheffield, in a catchment area with high levels of disadvantage. More information about the neighbourhood in which the school is located (and in which a proportion of our pupils reside) can be found here: <https://www.sheffield.gov.uk/dms/scc/management/corporate-communications/documents/government-politics-admin/ward-profiles/neighbourhood-profiles/Arbourthorne-Health-and-Wellbeing-Profile-2012/Arbourthorne%20Health%20and%20Wellbeing%20Profile%202012.pdf>

In the 2016 to 2017 financial year, Sheffield Springs Academy is eligible to receive Pupil Premium of an additional £935 for 55% of our pupils.







In order to maximise the impact of this funding upon progress and attainment, the academy has adopted a highly individualised approach to supporting the 'pupil premium cohort', which is based on the rigorous use of data at 6 'assessment points' throughout the year. We supplement bespoke interventions for individuals, targeted towards addressing the deficiencies in their learning (identified through their 'AP Assessments' and from 'question level analysis' in mock examinations) with 'overarching strategies' that are designed to impact upon larger groups of pupils.

The academy's self-evaluation of 'teaching and learning' has informed the academy development plan (ADP), which includes the following foci, to impact upon the learning, progress and attainment of pupils in receipt of the Pupil Premium:













- developing teachers' marking and feedback;
- more frequent assessment to inform earlier identification of gaps in pupils' knowledge use of data to inform planning, particularly to stretch higher attainers;
- planning which better meets the needs of SEND pupils and lower attainers;
- developing performance management of staff to ensure that greater accountability for pupils' progress and outcomes is achieved

We believe that it is good practice to focus on developing high quality teaching rather than relying on interventions to compensate. The academy's 'STEPS' Assessment Model ensures that there is a systematic focus on clear pupil feedback and advice for improving their work and that any underperformance is quickly identified and interventions are both dynamic and quickly put into place.

The Pupil Premium spending plan for 2016-17 is as follows:

Spend	Improvement Focus	Amount Allocated	Purpose and impact	EEF Toolkit Strand / Evaluation
15 x tablets for the Bridge	Literacy	£4,500	Enable KS3 pupils who are 1+ STEP below their target to access online literacy resources within the 'Bridge' provision.	Digital technology <small>Moderate impact for moderate cost, based on extensive evidence.</small>  
Conway trip - ensuring attainment	KS4 attainment and progress focus	£31,000	Funding for Year 11 pupils in receipt of FSM to attend 2 x 3 day study residentials in English and maths to support their progress and attainment in those subjects.	Outdoor adventure learning <small>Moderate impact for moderate cost, based on limited evidence.</small>  
Saturday school/ holiday provision	KS4 attainment and progress focus	£25,000	Funding to provide staffing for additional English, Science and maths tuition out with school hours for Y11 pupils to support their progress and attainment in those subjects.	Extending school time <small>Low impact for moderate cost, based on moderate evidence.</small>  

Summer school	Transition	£2,500	Additional support for pupils identified during the transition process (Y6 into Y7) as being 'vulnerable', either socially or educationally through summer school activities. Funding for staffing and resources.	Summer schools <small>Low impact for moderate cost based on extensive evidence.</small>	££££££ ££££££	+2
Library resources	Literacy	£13,000	Funding for school librarian to implement STAR Reading system of accelerated reading development, specifically targeted at all readers who are >1 standard deviation from the norm in terms of their standardised reading age score.	Reading comprehension strategies <small>Moderate impact for very low cost, based on extensive evidence.</small>	££££££ ££££££	+5
Enrichment week / University visits	Cultural gap	£10,000	To support the social and cultural development of disadvantaged pupils by introducing them to Higher Education environments, meeting students and lecturers and receiving CEIAG that expands their horizons in terms of their futures.	Aspiration interventions <small>Very low or no impact for moderate cost based on very limited evidence.</small>	££££££ ££££££	0
Careers/ Sheffield futures	Cultural gap	£7,000	To support the social and cultural development of disadvantaged pupils by providing bespoke CEIAG that expands their horizons in terms of their future career opportunities and the steps that they will need to take to access them.	Aspiration interventions <small>Very low or no impact for moderate cost based on very limited evidence.</small>	££££££ ££££££	0
School medical practitioner	Wellbeing	£15,000	Contribution towards salary of qualified medical practitioner who support the medical and health needs of disadvantaged pupils including provision of education about issues that can be disproportionately present in disadvantaged communities such as smoking, substance abuse, teenage pregnancy and poor diet.	Social and emotional learning <small>Moderate impact for moderate cost, based on extensive evidence.</small>	££££££ ££££££	+4
Counselling service	Wellbeing	£18,500	Contribution towards salary of 2 x qualified counsellors working under the supervision of CAMHS Clinical Psychologist who will support the mental health needs of disadvantaged pupils including provision of support around issues that can be disproportionately present in disadvantaged communities such as poverty, debt, housing problems, social identity, domestic violence etc.	Social and emotional learning <small>Moderate impact for moderate cost, based on extensive evidence.</small>	££££££ ££££££	+4
Tutoring maths	KS4 attainment and progress focus	£1,000	Payment towards Sheffield University undergraduate maths tutoring scheme to support KS4 pupils who are in receipt of FSM.	Small group tuition <small>Moderate impact for moderate cost, based on limited evidence.</small>	££££££ ££££££	+4
Attendance team salary	Attainment and progress	£67,212	Attendance of disadvantaged pupils is significantly worse than their non-disadvantaged peers, both locally and nationally. Contribution towards cost of maintaining a data drive, mobile and well-resourced Attendance Team to drive improvements in the attendance of PP pupils, which will subsequently impact upon their progress and attainment.	Behaviour interventions <small>Moderate impact for moderate cost, based on extensive evidence.</small>	££££££ ££££££	+4
Technology contribution	Attainment and progress	£7,000	Subsidy for materials and ingredients in order that disadvantaged pupils do not suffer stigma of being unable to participate in practical lessons or do not feel financial pressure of being asked to contribute.			
Librarian salary	Literacy	£25,673	Librarian given performance management targets that include supporting literacy and language acquisition and raising reading ages of disadvantaged pupils. Librarian also responsible for the administration of the STAR accelerated reading programme.	Reading comprehension strategies <small>Moderate impact for very low cost, based on extensive evidence.</small>	££££££ ££££££	+5
STEM	Attainment and progress	£3,400	Funding to enable PP pupils to access offsite STEM events such as those at the University of Sheffield or at the Rolls Royce AMRC. Majority of funding is to subsidise transportation costs of multiple visits. This will enhance pupils' understanding of STEM topics and raise aspirations through accessing HE and employers' facilities and representatives.	Aspiration interventions <small>Very low or no impact for moderate cost based on very limited evidence.</small>	££££££ ££££££	0
Literacy co-ordinator	Literacy	£3,400	Literacy co-ordinator given performance management targets that include supporting literacy and language acquisition and raising reading ages of disadvantaged pupils; also responsible for the implementation of the STAR accelerated reading programme. Funding supports TLR awarded to Literacy co-ordinator.	Reading comprehension strategies <small>Moderate impact for very low cost, based on extensive evidence.</small>	££££££ ££££££	+5
Key stage managers	Behaviour and engagement	£31,996	Provision of pastoral support to improve behaviour, establish more positive relationships between pupils and their peers / teachers and to engage them in learning.	Behaviour interventions		+4

Engagement officers	Behaviour and engagement	£65,516	Particular focus on disadvantaged pupils who account for a disproportionate amount of low level disruptive behaviour incidents, impeding learning and progress.	
Able and talented development	Attainment and progress	£10,000	Travel and event entry subsidies for disadvantaged pupils and funding towards the 'Champions Project', which provides competitive events for 'more able' disadvantaged pupils such as 'spelling bee' and 'university challenge' in conjunction with other United Learning academies as well as social and cultural activities such as theatre and ballet trips, reading groups and visits to aspirational employers (such as HSBC / Santander / Lloyds in the City of London).	Aspiration interventions Very low or no impact for moderate cost based on very limited evidence.   0
Data support	Attainment and progress	£12,256	Contribution towards provision of enhanced data team in order that greater depth of analysis can be carried out to support teachers' understanding of the progress being made by disadvantaged pupils and to analyse their areas for improvement, better informing subsequent interventions.	Feedback High impact for very low cost, based on moderate evidence.   +8
Pupil experience/enrichment/study support	Attainment and progress	£20,000	Provision of books, textbooks, software, study guides and other learning resources for assertive mentoring programme - with additional subsidy for disadvantaged pupils.	Mentoring Low impact for moderate cost, based on moderate evidence.   +1
Graduate trainee 'pre-PGCE' level tutors	Attainment and progress	£15,000	Additional staffing resources to provide small group and 1:1 support for disadvantaged pupils in GCSE subjects	Small group tuition Moderate impact for moderate cost, based on limited evidence.   +4
Aspiration Day	Attainment and progress	£2000	Contribution towards an event showcasing employment and HE opportunities including representation from Oxford, Cambridge and Sheffield Universities and Blue Chip employers for all Sheffield Springs pupils to attend along with their parents. Subsidised transport for disadvantaged pupils, with special emphasis on Key Stage 4.	Aspiration interventions Very low or no impact for moderate cost based on very limited evidence.   0
Coaching and mentoring from Senior Leaders from neighbouring school	Attainment and progress	£32,000	Contribution towards payment for coaching and mentoring for Middle Leaders and Teachers to embed the STEPs model and ensure that differentiated learning outcomes are accurately and robustly assessed. Develop teachers' ability to provide clear, diagnostic feedback to pupils in both written and verbal form in order to support their learning and progress.	Feedback High impact for very low cost, based on moderate evidence.   +8
	Total	£422,953		

The above spending has been decided upon through a combination of needs analysis, consultation with the Principals of two local schools who were 'Pupil Premium Award winners' and through use of the Education Endowment Foundation Teaching & Learning Toolkit to evaluate impact against cost of implementation.

Review:

Scrutiny of Pupil Premium spending is carried out by the Executive Governing Body, who work with the Executive Principal and the Senior Business Manager to evaluate the impact of pupil premium spending upon attainment and make decisions about its effective and efficient deployment. The Pupil Premium budget is reviewed by the full Executive Governing Body as an agenda item in at least one meeting per year and is reviewed thereafter by a named Governor (Governor with oversight of 'Outcomes for Pupils').

Impact of Pupil Premium spending for 2015-16

Attainment:

5+ A*-C including English and maths

- In 2015-16 40% of pupils at Sheffield Springs Academy achieved 5+ GCSEs including English and maths versus a national average figure of 57%*. (gap 17%)
- 28.7% of disadvantaged pupils achieved this benchmark versus 37%* of their peers nationally (gap 8.3%)
- 47.4% of non-disadvantaged pupils achieved the measure versus 64.4%* of their peers nationally (gap 17%)
- Attainment gap between Sheffield Springs PP and all pupils nationally is 28.3%
- Attainment gap between Sheffield Springs PP and all pupils within Sheffield Springs is 11.3%
- National attainment gap is 20%

A*-C in English

- 53% of pupils at Sheffield Springs Academy achieved A*-C in English versus a national average figure of 69%*. (gap 16%)
- 46% of disadvantaged pupils achieved this benchmark versus 52%* of their peers nationally (gap 6%)
- 60% of non-disadvantaged pupils achieved the measure versus 75%* of their peers nationally (gap 15%)
- Attainment gap between Sheffield Springs PP and all pupils nationally is 23%
- Attainment gap between Sheffield Springs PP and all pupils within Sheffield Springs is 7%
- National attainment gap is 17%

A*-C in maths

- 52% of pupils at Sheffield Springs Academy achieved A*-C in maths versus a national average figure of 68%*. (gap 16%)
- 39% of disadvantaged pupils achieved this benchmark versus 49.6%* of their peers nationally (gap 10.6%)
- 63% of non-disadvantaged pupils achieved the measure versus 75%* of their peers nationally (gap 12%)
- Attainment gap between Sheffield Springs PP and all pupils nationally is 29%
- Attainment gap between Sheffield Springs PP and all pupils within Sheffield Springs is 13%
- National attainment gap is 18%

**2015 figure used as document prepared prior to release of RAISE online*

Progress:

- In 2015-16 the Progress 8 score for all pupils at Sheffield Springs Academy was -0.25.
- The Progress 8 score for disadvantaged pupils was -0.48
- The Progress 8 score for non-disadvantaged pupils was -0.05
- Progress gap between disadvantaged and non-disadvantaged pupils at Sheffield Springs is -0.43

Improvements in attainment of Pupil Premium pupils from the previous year:

- Average number of A/A* grades = 1 (0.5 is the 3 year trend). Significantly above national average for disadvantaged pupils
- The top attaining pupil in the year group was eligible for pupil premium
- 5+A*-C inc English and maths for disadvantaged pupils increased by 2 percentage points from the 2014-15 figure
- A*-C English and maths increased by 6.6 percentage points on the 2015 figure
- 5+A*-G inc English and maths is above the national figure for disadvantaged pupils

- 5+A*-G is above the national figure for disadvantaged pupils