



## **University Academy Holbeach**

### **Pupil Premium Report to Parents 2014-2015**

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils registered as eligible for Free School Meals (FSM) in Reception to Year 11. This eligibility lasts for up to six years after registration has ceased. For Looked After Children the Pupil Premium is calculated using the children Looked After Data returns (SSDA 903). A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The Pupil Premium is additional to main school funding and it is being used by the school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most. It is designed to enable schools to raise the attainment, achievement and progress of the most disadvantaged pupils by supporting their educational development throughout their period of entitlement.

#### **School Policy**

The School Policy for Pupil Premium is available on the Academy website. It has been drawn up according to the latest guidance from Ofsted and best practice in ensuring that the Pupil Premium funding is used for the benefit of the pupils for whom it is intended.

#### **Attainment and achievement**

During the period 2014-2015 the Academy received a Pupil Premium allocation of £238,826. Pupils in receipt of funding make increasingly good progress at the Academy which shows a rising trend against national progress over the last three years from 2013-2015. In 2014-2015 there were 46 pupils in Year 11 eligible for the Pupil Premium upon which data below is based (25% of cohort).

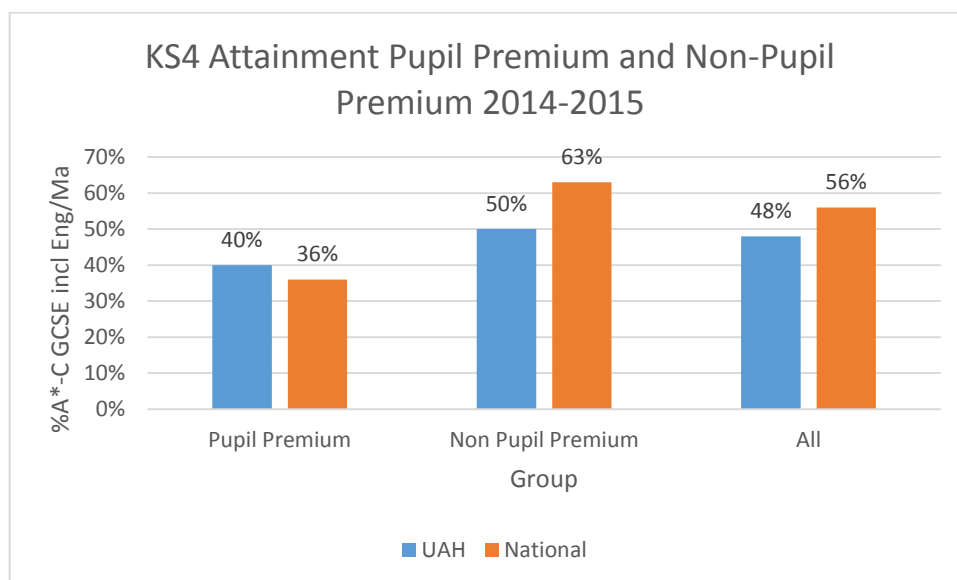
**Below you will find information about the attainment and progress of disadvantaged (pupil premium) students at KS4 in the Academy from 2014-2015.**



## KS4 Attainment 2014-2015

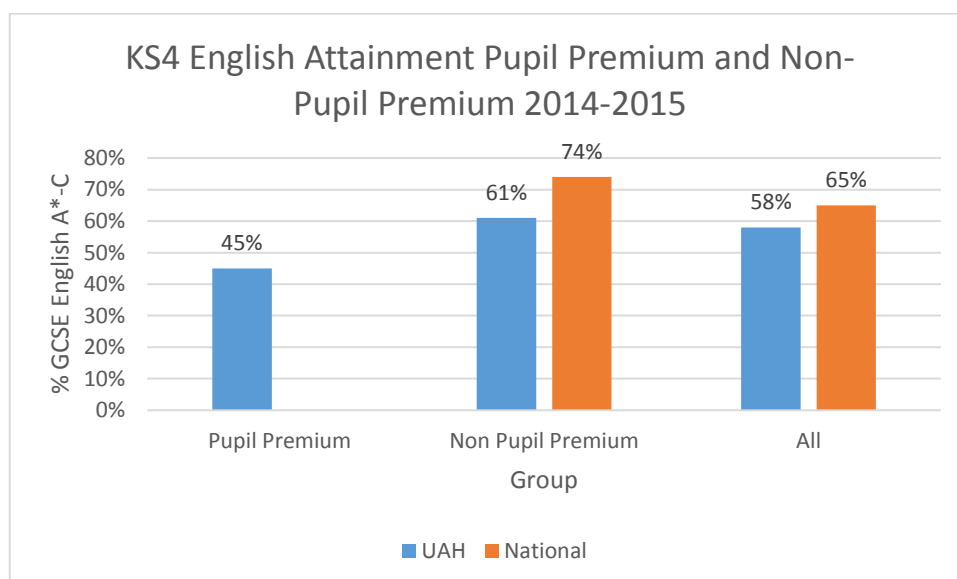
### Overall Attainment

Pupil Premium students achieved 40% 5A\*-C including English and Maths at GCSE (National Average 2015 of 36%). Other students achieved 50% 5A\*-C including English and Maths at GCSE (national average 2015 for these students of 63%). This is shown below:



### English Attainment

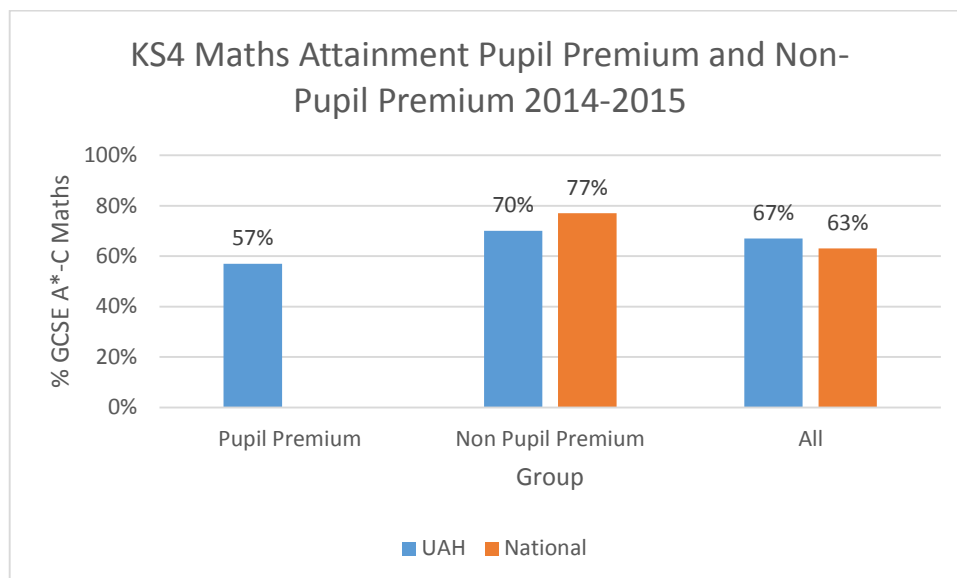
In English, Pupil Premium students attained 45% A\*-C at GCSE (51% National 2014). There is an attainment gap between these pupils and other pupils of 16%, a reduction on last year's gap of 19%. This is shown below:





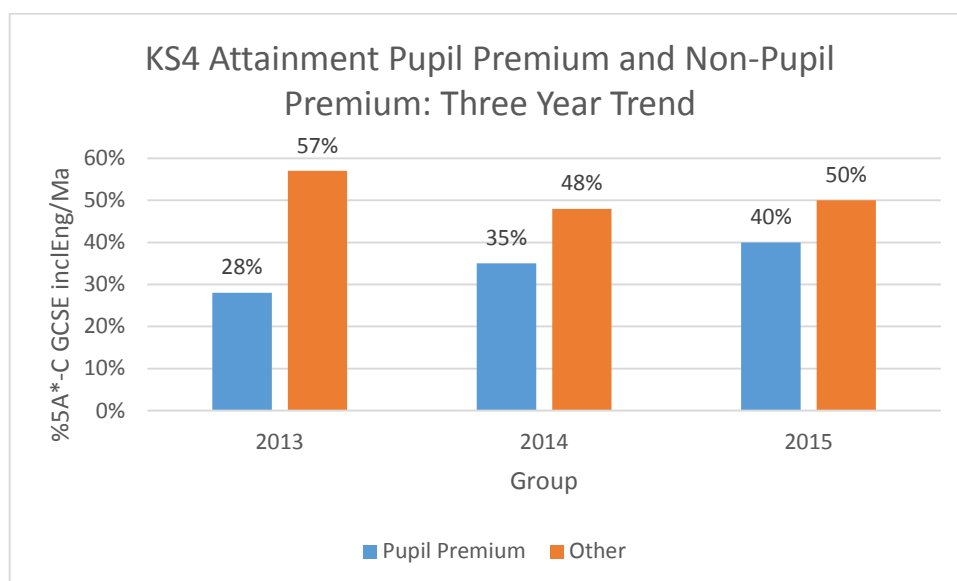
## Maths Attainment

In Maths, Pupil Premium students attained 57% A\*-C (49% National 2014). There is an attainment gap of 13% between disadvantaged pupils and other pupils in Maths. This is shown below:



## Attainment Trend

Over three years, the attainment of disadvantaged (pupil premium) students has improved in relation to other pupils in the Academy. This gap has now reduced from a 29% gap to a 10% gap in three years. This is shown below:



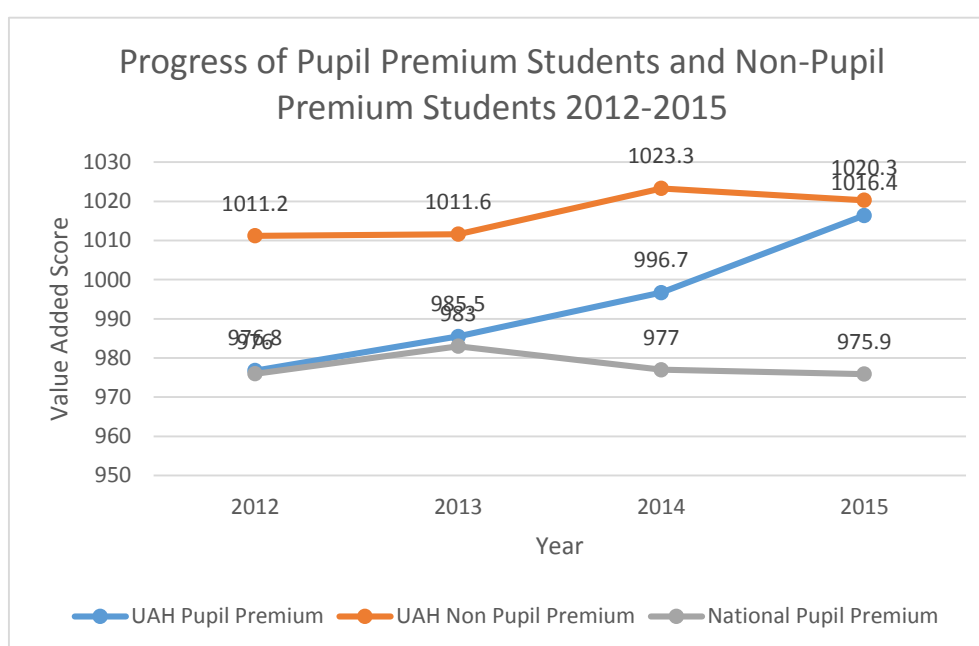


## KS4 Progress Measures 2014-2015

### Progress Trend

The overall progress of Pupil Premium students shows an improvement over four years. This is shown below:

Value Added 2013-15	2012	2013	2014	2015
UAH Pupil Premium	976.8	985.5	997.2	1016.4
UAH Non Pupil Premium	1011.2	1011.6	1023.6	1020.3
National Pupil Premium	976	983	977	975.9

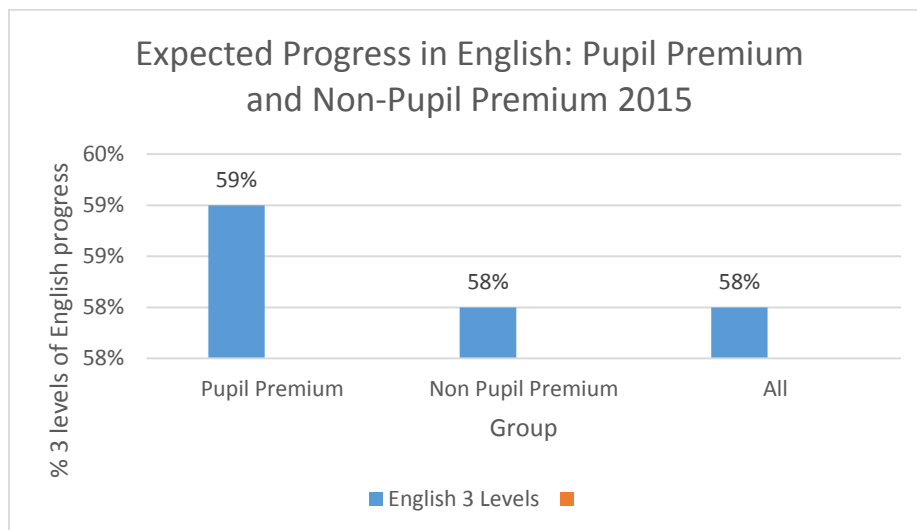


This demonstrates our commitment to closing gap in the progress of these pupils against all other pupils in the Academy.

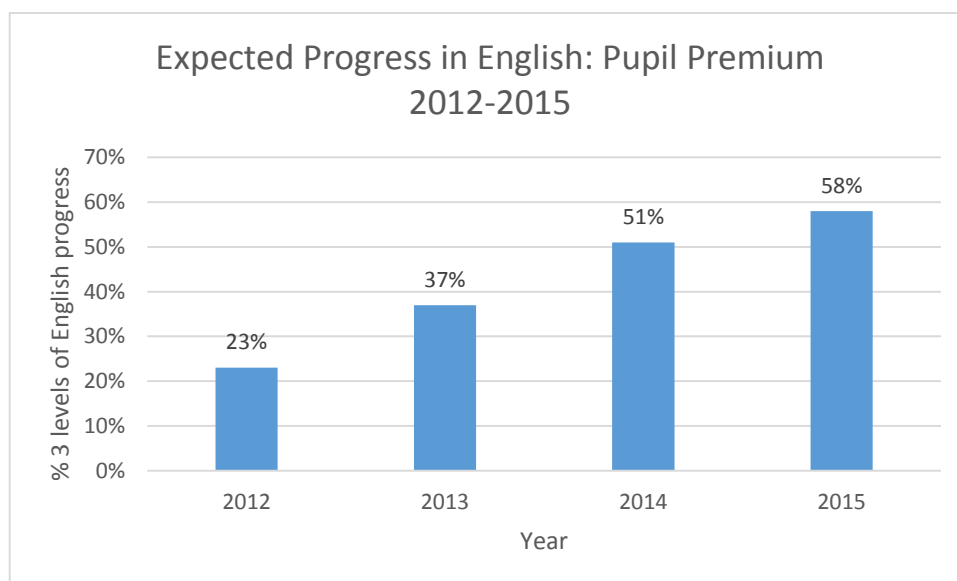


## English Progress

In English, 59% of Pupil Premium students made the expected 3 levels of progress in 2014-2015 (69% nationally 2015). This exceeds the progress of other pupils in English. This is shown below:



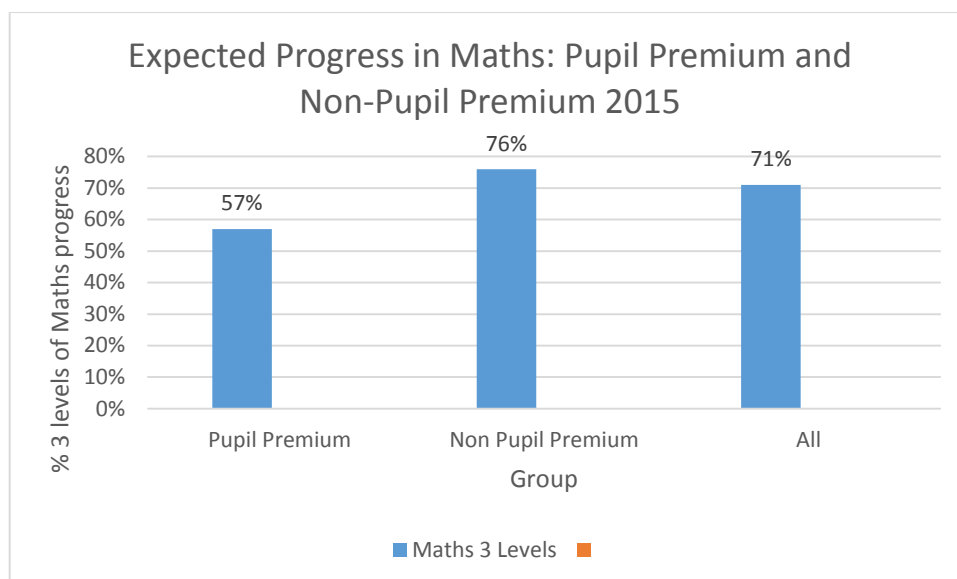
This has continued to increase for disadvantaged pupils over a four year period as shown below:





## Maths Progress

In Maths, 57% of Pupil Premium students made the expected 3 levels of progress (66% nationally 2015). This is shown below:



## Provision and intervention

In order to make best use of the funding received, we have supported and will continue to support these students in a variety of ways including:

- Additional lessons in English, Mathematics and Science held after school
- Additional lessons in non-core subjects held after school
- One-to-one teaching by specialist staff in both English and Mathematics during the normal school day
- A special timetable implemented to give additional support to KS4 students eligible for pupil premium with English, Science and Mathematics during the normal day where needed
- Intensive tracking of these pupils by senior staff, Learning Co-ordinators, Head of Departments and subject teachers
- Fresh Start Literacy for pupils in KS3 who are struggling to read on entry into Year 7
- Regular Saturday Schools in all subjects for KS4 students
- A comprehensive Easter School for KS4 pupils preparing for examinations
- Individual learning mentor support for pupils to monitor and improve their academic progress
- A daily Homework Club in our new Learning Resource Centre that meets after school
- Targeted support from the Special Education Needs Department for those pupils with additional needs
- A Summer School programme for pupils who transfer to the Academy from Year 6 to support both literacy and numeracy



- A Literacy Team working towards the whole-school development of pupil literacy within the Academy
- Pupil premium students have been awarded discretionary grants towards extra-curricular activities such as the PGL trip
- Support with the provision of uniform and additional materials for use in subject learning



## Case Studies

Case studies form part of the way in which we monitor and evaluate the impact of the Pupil Premium upon our eligible students. They provide detailed information about the use of the funding and its impact upon pupil progress and attainment.

### Case Study 1: Pupil Premium (targeted intervention)

<b>Pupil A</b>		KS4 Girl				
<b>Date placed on Register</b>		N/A				
<b>Area(s) of need/Barriers to learning</b>		No SEND				
<b>External agencies involved</b>		N/A				
<b>Provision over time</b>	Date	Provision			Outcome	
	Jan-May 2015	One-to-one English teaching by specialist teacher			She exceeded her KS3 English target at the end of Key Stage.	
	Jan-May 2015	Tracking and target setting by Assistant Principal/Head of English/Class Teacher			She met her targets which included developing her ability to explain her ideas.	
<b>Staff support/development to support the above provision</b>						
<b>Progress over time</b>						
	KS2	KS3	KS3 Targ	Y10 Tr1	Y10 Targ	
English	5C	6B	6A	5-	6	
Maths	5C	7B	6A	7+	6	
Science	6C	6C	6B	C-/D+	B/B	
<b>Progress summary</b>	Pupil A's flight path indicated a fall in English performance in Year 8 so intervention focused on setting targets with her English teacher to improve her performance. These were monitored by the Assistant Principal and Head of English and lead to an improvement in performance, as indicated by her end of KS3 tracking.					





## Case Study 2: Pupil Premium

<b>Pupil B</b>		KS4 Boy			
<b>Date placed on Register</b>		Sept 2012			
<b>Area(s) of need/Barriers to learning</b>		<ul style="list-style-type: none"> <li>• Weak basic skills</li> <li>• Understanding, problem solving and retention</li> <li>• Low self-esteem</li> </ul>			
<b>External agencies involved</b>		Educational Psychologist/GP/Specialist Teacher and Applied Psychology Service			
<b>Provision over time</b>	Date	Provision			Outcome
	Mar 2014	RA/SA tested			RA 8.08/SA 7.07
	Apr 2014	Annual Review			Completed
	2014	One-to-one English			Minimum of 10 sessions
	Jan 2015	Tested for EAA			Reader/scribe/extra time
	April 2015	Annual Review			Completed
	2/2015	Tracking by AP/English HOD/English Teacher			Targets set
	4/2015	Tracking by AP/English HOD/English Teacher			Targets reviewed
<b>Staff support/development to support the above provision</b>					
<b>Progress over time</b>					
	Y9 Aut	KS3 TA	KS3 Targ	KS4 Targ	Y10 Tr 1
English	3C	4C	4C	2-	2
Maths	3B	3A	3A	1	1
Science	4C	4B	4B	F-	E
<b>Progress summary</b>	Pupil B arrived at the Academy with a reading age of 6 years and 11 months but this progressed rapidly on the Fresh Start programme to 7 years and 9 months at the end of Year 7. His reading age is now 8 years and 6 months. This means that his access to the curriculum is still limited in some areas that require reading skills but he is a good speaker and willing participant in all of his subjects.				



### Case Study 3: Pupil Premium

<b>Pupil C</b>		KS4 Girl				
<b>Date placed on Register</b>		April 2014 (started at UAH)				
<b>Area(s) of need/Barriers to learning</b>		<ul style="list-style-type: none"> <li>• Specific learning difficulties</li> </ul>				
<b>External agencies involved</b>		Social services/Psychologist/GP				
<b>Provision over time</b>	Date	Provision			Outcome	
	April 2014	RA/SA tested on arrival/Ravens Test			RA 8.11/SA 8.3/Ravens 81 (100 is average for age)	
	July 2014	Annual Review and PEP			Targets agreed	
	Aug 2014	Consent to withdraw for literacy support			Literacy support in place	
	Nov 2014	RA/SA tested			RA 9.05/SA 7.09	
	May 2015	Annual Review			Review completed	
	Nov 2015	PEP Meeting			Targets agreed	
	2014-2015	Ongoing one-to-one support in English and Maths.			Meeting or exceeding targets	
<b>Staff support/development to support the above provision</b>		TA support in a range of lessons including English.				
<b>Progress over time</b>						
	Y8 Aut	Y8 Spr	Y8 Sum	Y8 Targ	Y9 KS4 T	Y9 Aut
English	4B	4A	4A	5B	3	3
Maths	3A	3A	4C	4B	2	3
Science	5C	5C	5C	5B	3	2
<b>Progress summary</b>	Pupil C has received additional one-to-one support for English and Maths as well as support for Music lessons in the Academy. The ipad she uses has also been subsidised by the Academy using funding from the Pupil Premium payment. She is a keen reader and is now at or above target in both English and Maths. She continues to receive one-to-one support in both subjects. She is also above target in History, ICT, Art and Design, Geography, Music and DT.					



## Case Study 4: Pupil Premium

<b>Pupil D</b>		KS4 Boy				
<b>Date placed on Register</b>		N/A				
<b>Area(s) of need/Barriers to learning</b>		Medical				
<b>External agencies involved</b>						
<b>Provision over time</b>	<b>Date</b>	<b>Provision</b>			<b>Outcome</b>	
		Twice-daily monitoring by Vice-Principal re health and safety on site for medical reasons.			Kept safe on site	
	Sept 2014	One hour extra English per week on timetable with specialist English teacher			Target grade B achieved in English	
	Nov 2014 -Feb 2015	Tracking and target setting with Assistant Principal/Head of English/Class teacher			Targets set, monitored and achieved	
	Sept 2014- June 2015	Attendance at after school intervention lessons.			Average 3.66 LOP achieved in Eng/Ma/Sci GCSE.	
<b>Staff support/development to support the above provision</b>		Daily monitoring by the VP to ensure safety on site. Included on Pupil Premium Timetable for additional specialist teaching.				
<b>Progress over time</b>						
	Y11 Aut	Y11 Spr	Y11 Spr2	Y11 Sum	Y11 Targ	GCSE
English (KS2 4A)	C2	B2	B3	B3	B	B
Maths (KS2 4A)	A*2	A*2	A*3	A*3	B	C
Science (KS2 4A)	C2	C2	C1	C1	B	B
<b>Progress summary</b>	Levels of Progress: English 4/Maths 3/Science 4 (Av 3.66 LOP). As a higher ability pupil on entry, Pupil D attained well in English and Science, benefitting from additional teaching through intervention lessons and extra timetables lessons in English. He made better than expected progress overall in these three subjects. He has progressed successfully to College level study.					



## **The Further Development of Pupil Premium 2015-2016**

We continue to strive to improve the performance of all of our students but wish to ensure that the Pupil Premium funding is directed to improving the performance of those for whom it is intended. To this end we are developing a range of further support.

- We appointed a Literacy Assistant during the last academic year to help support the progress of pupils in receipt of the Pupil Premium.
- The reading intervention programme at the Academy has been expanded to include tutor reading with all students in Years 7-11 and guided reading for intermediate students, many of whom are students in receipt of the Pupil Premium.
- The use of target setting in English agreed between the Assistant Principal responsible for Pupil Premium, Head of Subject and class teacher for each pupil in Year 11 in receipt of the Pupil Premium.
- Continued use of 4Matrix to track, analyse and review the performance of this group of students in the Academy in order to introduce further interventions to raise the performance of these students.
- A focus on carefully tracked target setting for Pupil Premium students in other year groups beginning with Years 10 and 9.

*This report is based upon data from the RAISEonline 2015 Summary Report for University Academy, 26<sup>th</sup> November 2015. It uses unvalidated data.*