

Diminishing the Difference Report

Learning for Life

Pupil Premium and Year 7 Catch Up Premium

The pupil premium is a coalition government initiative designed to target resources on those pupils deemed to be from a disadvantaged background. Specifically the Pupil Premium money is provided for those students who have been on Free School Meals (FSM) at any point over the past 6 years (Ever6) or those children who have been looked after continuously for at least 6 months (CLA). From the year 2015/2016 the Pupil Premium has a value of £935 per eligible student. Schools receive an additional £1900 for each student who has been looked after for 1 day or more, has been adopted from care or has left care under a special guardianship order, a residence order or a child arrangement order. There is also a smaller provision of £300 made for those students who have a parent in the armed services. Neither the government nor any government agencies have dictated how the Pupil Premium money should be spent, but what is clear is that the money should be used to promote strategies, which narrow the attainment gap between the highest and lowest achieving students.

Year 7 'Catch Up' Premium is also provided for students who did not achieve at least level 4 in reading or mathematics at Key Stage 2.

Pupil Premium Funding at Cockburn John Charles Academy

Year	Ever 6 FSM	LAC	PP Funding	PP Students
7	£124,080.00	£1,900.00	£125,980.00	63.9%
8	£99,110.00	£0.00	£99,110.00	57.6%
9	£77,605.00	£1,900.00	£79,505.00	53.1%
10	£84,150.00	£5,700.00	£89,850.00	56.6%
11	£111,265.00	£0.00	£111,265.00	60.9%
Total	£372,130.00	£9,500.00	£505,710.00	58.3%

Pupil Premium students at Cockburn John Charles Academy

Cockburn John Charles Academy is a school of approximately 850 students. Cockburn John Charles Academy consistently has over half of the cohort being disadvantaged.

Year	Disadvantaged Students		Advantaged Students		Total
7	94	64%	53	36%	147
8	102	58%	75	62%	177
9	94	53%	86	47%	177
10	89	57%	68	43%	157
11	117	61%	75	39%	192
Total	496	58%	354	42%	850

At Cockburn John Charles Academy the progress and attainment of disadvantaged students is a key focus in our journey of 'Transformation to Excellence'. We believe this focus is everyone's responsibility and is embedded in our 3-5 year plan:

What ability levels our disadvantaged students arrive with from key stage 2.

Year Group	PP	Number	No KS2 Data	Below Expected Progress	At or above Expected Progress	Most Able				
Year 7	All	147	26	17.7%	56	38.1%	56	38.1%	9	6.1%
	Non PP	53	16	30.2%	13	24.5%	19	35.8%	5	9.4%
	PP	94	10	10.6%	43	45.7%	37	39.4%	4	4.3%
Year 8	All	177	27	15.3%	91	51.4%	53	29.9%	6	3.4%
	Non PP	75	17	22.7%	34	45.3%	19	25.3%	5	6.7%
	PP	102	10	9.8%	57	55.9%	34	33.3%	1	1.0%
Year Group	pp	Number	No KS2 Data	Low	Middle	High				
Year 9	All	177	44	24.9%	42	23.7%	71	40.1%	23	13.0%
	Non PP	86	36	41.9%	16	18.6%	23	26.7%	11	12.8%
	PP	94	8	8.5%	26	27.7%	48	51.1%	12	12.8%
Year 10	All	157	33	21.0%	30	19.1%	76	48.4%	18	11.5%
	Non PP	68	26	38.2%	11	16.2%	23	33.8%	8	11.8%
	PP	89	7	7.9%	19	21.3%	53	59.6%	10	11.2%
Year 11	All	192	38	19.8%	47	24.5%	76	39.6%	31	16.1%
	Non PP	75	28	37.3%	13	17.3%	23	30.7%	11	14.7%
	PP	117	10	8.5%	34	29.1%	53	45.3%	20	17.1%
Year 11 2016-17	All	192	39	20.3%	43	22.4%	67	34.9%	43	22.4%
	Non PP	90	32	35.6%	19	21.1%	21	23.3%	18	20.0%
	PP	102	7	6.9%	24	23.5%	46	45.1%	25	24.5%

The table above shows that 29% of students that will sit their GCSEs in 2018 arrived on low key stage 2 data – this is very different to the national figure. Statistically, it is harder for students with low prior attainment to progress.

Pupil Premium and Catch up 7 Interventions

At Cockburn John Charles Academy we believe that a range of strategies are required to narrow the gap in attainment between our disadvantaged and non-disadvantaged students. At Cockburn John Charles Academy we implement strategies that support disadvantaged students in four areas:

- Curriculum support
- Support to access learning opportunities.
- Action focused upon social, emotional and behavioural issues.
- Actions focused upon improving attendance.

The impact of these strategies is measured by conducting data analysis of the following:

- Academic attainment
- Academic progress

- Attendance
- Attitudes to learning
- Student voice

Pupil Premium Grant Spending Plan 2017-18

Curriculum Support		
Strategy	Amount	Desired Outcome
Specialist Alternative Curriculum to support students who have difficulties accessing the school main curriculum.	£161,095	Ensure disaffected students continue to engage in education therefore reducing the number of students who become NEET.
Accelerated Reader – to improve students’ reading and comprehension skills.	£4,175	Improve the reading ages of all students and to ensure students who entered CJCA below the expected catch up rapidly.
Learning Mentor working with identified pupils in English.	£3,790	Learning mentors at CJCA support learning within the classroom. They help close the gap in attainment by creating resources, modifying tasks and supporting teachers with strategies in order to support disadvantaged students effectively.
Assertive Mentor Programme – regular detailed feedback on progress.		Key disadvantaged students have regular contact with a mentor to support and guide them towards academic success
Learning Resource Centre	£4,138	Enable students to access a wide range of books to support their education and develop reading for pleasure. Improve students reading skills.
Small withdrawal groups for selected students at both key stage three and four. (funded through the ‘Catch Up Premium’)	£3,790	Promote a culture of Reading for Pleasure.
Time and resourcing of the Senior Leadership team focused upon narrowing the gaps.		Ensure narrowing the attainment gap remains a key focus of the school and is achieved through appropriate intervention.
EAL Co-ordinator to lead on improving the progress of our disadvantaged EAL students.	£17,497	Ensure our EAL students develop literacy skills that will support them in making rapid progress.

Support to access learning opportunities

Strategy	Amount	Desired Outcome
Session 7 Revision sessions ran to support students' extended learning and exam revision – resources and staffing.	£25,000	After school learning opportunities offered to all students.
Rewards – to support the PDFL system and ensure students who consistently meet the school values and expectations are rewarded.	£8,835	The rewards system is used to incentivise students to meet targets and have a positive attitude to learning and behaviour. It supports vulnerable groups by offering rewards to support their learning.
Educational Visits – subsidised extended learning opportunities.	£2,000	Students' cultural capital is developed through a range of enrichment activities and visits.
Music lessons provided for all key stage 4 students studying music.	£13,680	All students studying Music at CJCA can access peripatetic lessons, therefore narrowing the gap in achievement between disadvantaged and advantaged students.

Action focused upon social, emotional and behavioural issues

Strategy	Amount	Desired Outcome
Learning Managers to support students who have social, emotional or behavioural needs.	£195,552	Improve attendance and attitude to learning of all students. Ensure all students feel safe and know who to ask for help.
Pastoral Support – dedicated member of staff who focuses upon pupil premium students.	£35,778	The academic and pastoral needs of disadvantaged students are monitored closely and appropriate intervention implemented when necessary.

Actions focused upon improving attendance

Strategy	Amount	Desired Outcome
Attendance Officer – dedicated members of staff who focus upon improving the attendance and punctuality of students.	£26,176	Improved attendance of disadvantaged students

Pupil Premium Funding	£505,710	
Total Spend	£501,506	
Yet to be allocated	£4,204	